



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

TX 428.42 .P255 M
Parmly, Maude,
Parmly method teachers' manual /

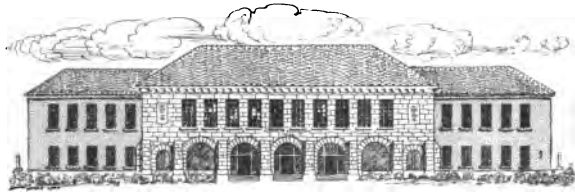
Stanford University Libraries



3 6105 04920 7439

METHOD TEACHERS' MANUAL



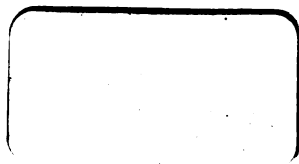


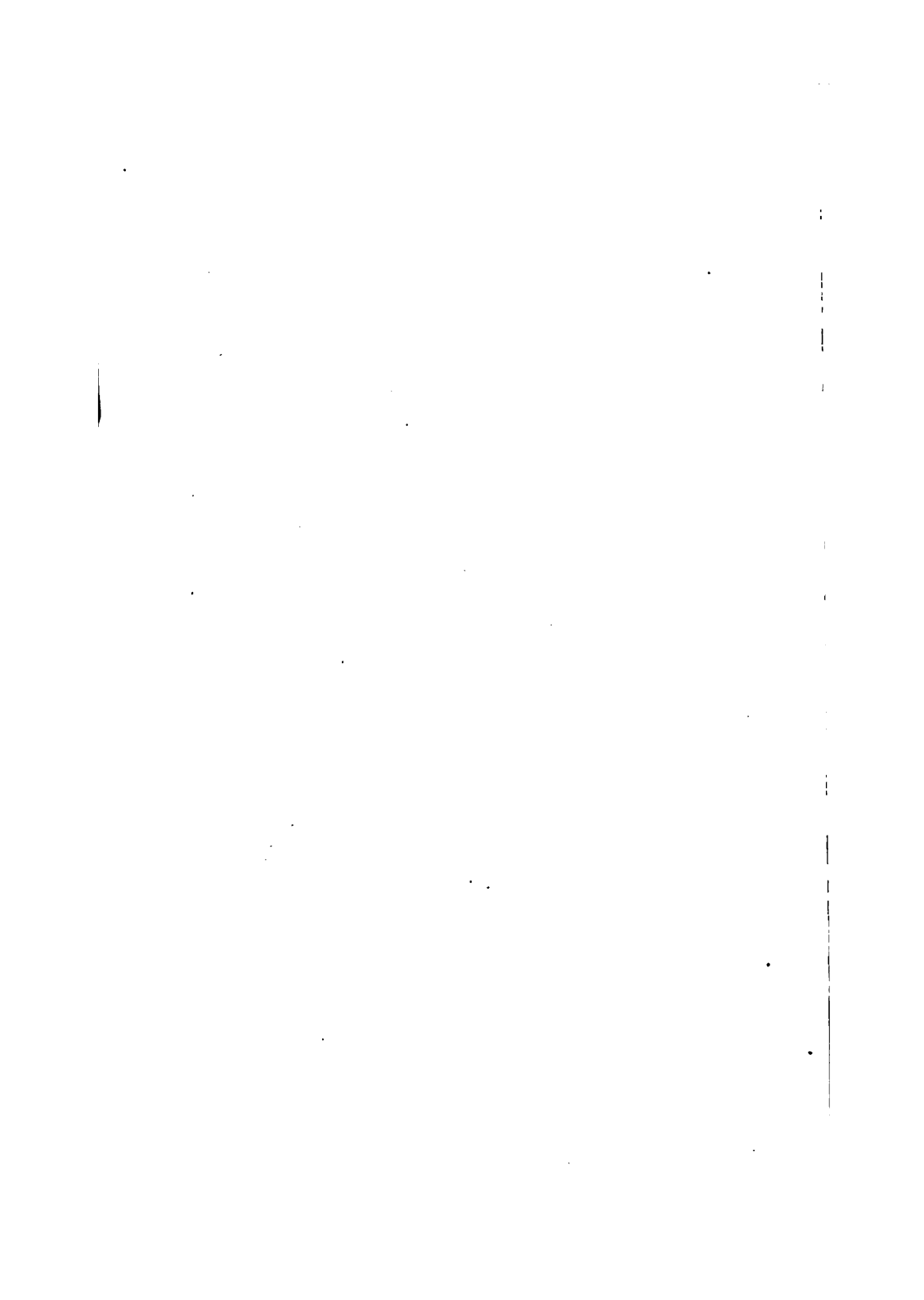
SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK
COLLECTION



STANFORD UNIVERSITY
LIBRARIES





PARMLY METHOD
TEACHERS' MANUAL

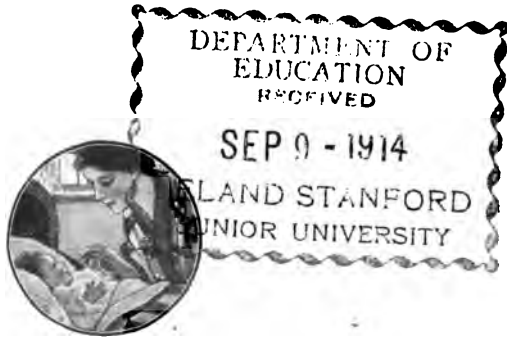
PARMLY METHOD

TEACHERS' MANUAL

BY

MAUDE PARMLY

TEACHER OF PRIMARY READING
NEWARK, NEW JERSEY



NEW YORK :: CINCINNATI :: CHICAGO
AMERICAN BOOK COMPANY

588419

C

COPYRIGHT, 1918, BY

MAUDE PARMLY.

COPYRIGHT, 1918, IN GREAT BRITAIN.

PARMLY TEACHERS' MANUAL.

E. P. I

CONTENTS

	PAGE
ESSENTIAL FEATURES	7
GENERAL INSTRUCTIONS	8
ILLUSTRATIVE LESSONS	13
FAMILIES AND THEIR CLASSIFICATION	16
CLASSIFICATION OF WORDS	18
VOWELS AND IMPORTANT ELEMENTS	23
GENERAL INSTRUCTION IN PHONICS	24
ILLUSTRATIVE LESSONS IN PHONICS	29
SUGGESTED PROGRAMS	33
LESSONS IN DETAIL	45
The Little Pine Tree	47
Little Red Riding Hood	60
The Three Bears	73
The Three Little Pigs	80
Piggy	87
Johnny and the Golden Goose	89
What does Little Birdie Say?	103
Little Red Riding Hood (<i>Advanced</i>)	104
The Three Little Kittens	108
Rhœcus	111
The Three Bears (<i>Advanced</i>)	115
The Brook	120
Cinderella	121
SPECIAL DEVICES IN TEACHING READING	133
GENERAL SUGGESTIONS FOR THE SECOND READER	139

PARMLY METHOD

ESSENTIAL FEATURES

1. No memorizing of stories by the children.
2. No printing on the blackboard.
3. No diacritical marks.
4. No drill on combinations of consonants nor on phonograms by themselves.
5. Silent reading before the child reads orally.
6. Individual work from the children.
7. Consonants and vowels emphasized.
8. Words and families of words emphasized.
9. Important word elements emphasized.
10. New words taught by means of families or phonograms already acquired.
11. No home work to be required.
12. Notebooks made by the children; the pages written and supplied by the teacher.
13. Books to be used occasionally as soon as the first sentence is learned from the blackboard.
14. Three lessons daily, from each of three groups.
15. Use of the key in charts on pages 19-22.
16. The alphabet not to be taught until the sounds of the letters have been thoroughly learned.

GENERAL INSTRUCTIONS

Aim. — To teach a child to read is to impart to him the power to get thought from the printed page.

Memory. — All progress in learning to read must depend upon the memory. Memory depends on three elements, — interest, strength of impression, and repetition. The first two are the most important; therefore in teaching, by exciting and maintaining a child's interest, and by securing distinct, vivid first impressions, we greatly reduce the number of repetitions necessary to fasten new knowledge in his memory.

First Requisite. — The first requisite for learning to read, then, is the learner's interest in what he is to read. A story read aloud has its place and value, but a story told makes a stronger appeal to the listener and arouses a stronger response. Then if there be allusions unfamiliar to him, yet vitally important to the story, the teacher should preface the story with objects or pictures to give stronger and clearer impressions.

Telling Story. — The teacher should first tell the story entire, because every child is entitled to his own interpretation of it as a whole.

The teacher should next draw the story in parts from the children through significant questioning. She should ask questions to stimulate the child's attention, interest, imagination, memory, power of inter-

pretation, and the desire to tell what he thinks and feels. In the answers to the questions, the teacher should insist upon getting sentences and not mere fragments. If necessary, the teacher may add the personal element by leading the child to place himself into the story. This deepens his interest and brings him into vital touch with the beauty and power of the story.

Lastly, the teacher should tell the story again as a whole, bringing the parts together; thus cultivating in the children the power to see relations and to observe continuity.

The story should not be memorized by the children, and the children should not be required to tell it entire. Such memorizing has been found to interfere with learning to recognize separate words.

First Reading. — After the children have become familiar with the story, the teacher calls forward a division of her class, perhaps, one third. The first sentence in the book is repeated by the teacher and written upon the board. The teacher should not print upon the board. The teacher then reads the sentence to this group of children, showing them what a delight it is to be able to read.

Then each child in the group reads the sentence or, in other words, repeats it. The teacher should insist upon correct expression in reading, and each child *must* recite individually.

After this the analysis of the sentence is begun and three words should be presented, in the first lesson. (See pages 13, 14.) Three words are usually too many to present at the beginning, but in the first lesson they will assist the teacher at once in the grouping of children for the several classes.

Grouping. — Next, the teacher should erase the sentence and write the words in a column. The temporary classification of children into the separate reading groups may be determined by the number of words each child recognizes in the column. The bright children will immediately recognize and name the three words; others but two; others but one, or perhaps none.

If two thirds of the entire class recognize all three words, the teacher may divide the two thirds into two separate groups; she should endeavor to keep the two groups advancing at the same speed as long as possible, and should favor the group that has any tendency to fall behind.

This temporary grouping enables the teacher to proceed with her work at once, on the first or second day of school. It will probably be necessary to re-adjust the grouping later.

The second group of children, even if they do not keep up with the highest group, should always be kept as near to it as possible. Later, the teacher may

draw from this group to supply vacancies in the highest group.

The lowest group should always be kept as small as possible; at the start, it should contain four or five children only. Children demoted from the other groups, or children added from outside, will soon increase its size, and, if the teacher has not a care, this group will grow to be the largest. Sometimes it is well to help some children by allowing them to read with two different groups. In that case, the teacher should not call those groups of children for their lessons, consecutively.

New Words. — After this classification of children, but one or two new words should be given in a lesson, besides the review. (See "Suggested Programs," page 33.) Never attempt to acquire more than four words in a day while reading from the board. Even to bright children too many new words at one time will cause confusion later. Some children are capable of retaining one word only.

Those words that are easiest to be remembered by the children should be omitted gradually from the daily review drills; those that seem more difficult to any particular group should be studied for a longer period together with the new words. (See "Suggested Programs," page 33. See Device III, page 137.)

All lessons herein stated will be for the advanced

group or groups. The lowest group should continue to drill on one or two words for several days, if necessary. Learning to know these is the absolutely essential step before undertaking to learn new ones. Other groups of children will need a repetition of the first lesson according to their ability.

Sight Words. — All words in the first story are visualized and classified as “Sight Words,” until the class has the power to get words phonetically. Later, “Sight Words” are the unphonetic words, that is, those that do not fall into groups and require diacritical marks to indicate their sounds. (See page 18.)

Use of Books. — Books may be distributed for seat work as soon as the children can read a sentence from the board. The teacher passing up the aisle can guide the children to study by asking them if they know the several words that she shows them. (See Device II, page 136.)

If the children have followed the story in the books while reading from the board, they are familiar with the printed page. It encourages them to be allowed to bring their books to recitation occasionally for the purpose of reading the parts already studied from the board. This also furnishes additional material for study at the desks, and the children may read by themselves each day's lesson when the teacher does not call for the books.

Three short periods for reading, of fifteen to twenty minutes each, are much more valuable than two long ones. (See "Suggested Programs," page 33.) A class following this method can easily do the work in this book in less than a year.

ILLUSTRATIVE LESSONS IN READING

LESSONS FOR MONDAY. (See p. 33.)

- The teacher writes upon the board in script :

A little pine tree was in the wood.

The teacher then reads the sentence to the group of children. Then each child in the group reads the sentence. (See pages 9 and 10, First Reading.)

"Each child be ready to tell me what picture he sees when I read the sentence from the board" or "what he thinks about when I read the sentence from the board," etc. Some child will answer: "I see a *tree*."

The teacher then tells the class that she will find *tree* in the sentence (she underscores it), and that she will write *tree* in several places on the board. The teacher then asks three or four children, separately, to find *tree* somewhere on the board and to *tell* what they find. The ear and the eye must be associated. It is much easier for a child to find what the

teacher names than for him to name what the teacher finds. To be a good reader a child must be trained to hear the words he sees. Later, his silent reading is to affect his own use of language.

"What kind of tree did you see in the picture?" "I saw a *little* tree" or "I saw a *pine* tree." The teacher locates *little* (or *pine*, if that were given) and places it several times with *tree*, forming a column or columns of words. The children recite as before, finding and naming *little*. The teacher allows some child to find *tree* again. Another may find *tree* in all its places. Another may find *little* in all places. Still another may recite all the words while the teacher points.

"Where was the tree?" "It was in the *wood*." The teacher locates *wood* and places it several times in the columns. The children find *wood*. Review *tree* and *little*.

The columns of words at the close of the first lesson appear:—

tree	tree	wood
little	wood	wood
tree	little	little
wood	wood	tree
little	tree	little
wood	tree	little
tree	little	wood
little	wood	tree

LESSONS FOR TUESDAY AND WEDNESDAY

The teacher continues with the first sentence until the analysis has been completed.

A little pine tree was in the wood.

The teacher has the sentence read again by each child in order to bring the thought forward. She reviews the words in the preceding lessons.

“What was the name of the tree?” “It was a *pine* tree.” The teacher will locate *pine* and place it several times with the review words. She allows some child to find *pine* in the sentence, then in the column; another to find it wherever he can; another to recite all the words to which the teacher points.

“Who knows the first word in the sentence?” etc. The teacher proceeds no further unless the children are sure of all their words. If some child now confuses nearly all the words, that child is being advanced too rapidly, and he belongs to a lower group. But if some child confuses merely two words the teacher should keep him with the advanced group and teach him those two words. (See Device I, page 135.)

The second and following sentences are analyzed in the same manner. (See “Suggested Programs,” page 34. See Devices I, II, III, pages 135–137.)

FAMILIES AND THEIR CLASSIFICATION

"*Families*" are those groups of words that have a common phonogram as a base. Ex.: *ine* is the family name for *pine*, *wine*, *nine*, *fine*, etc.

The words given on the chart (page 22) are the first family words in the first story that introduce the sounds of the letters by the initial consonant. Ex.: *pine*, p; *wood*, w; *had*, h; etc. The teacher may select others, if her judgment so dictates, but these are the earliest learned and therefore hasten the development of power.

These words are arranged on the chart *for the teacher only*, to bring the whole scheme of development before her on one page. For separate lessons and board drills, see pages 29-32.

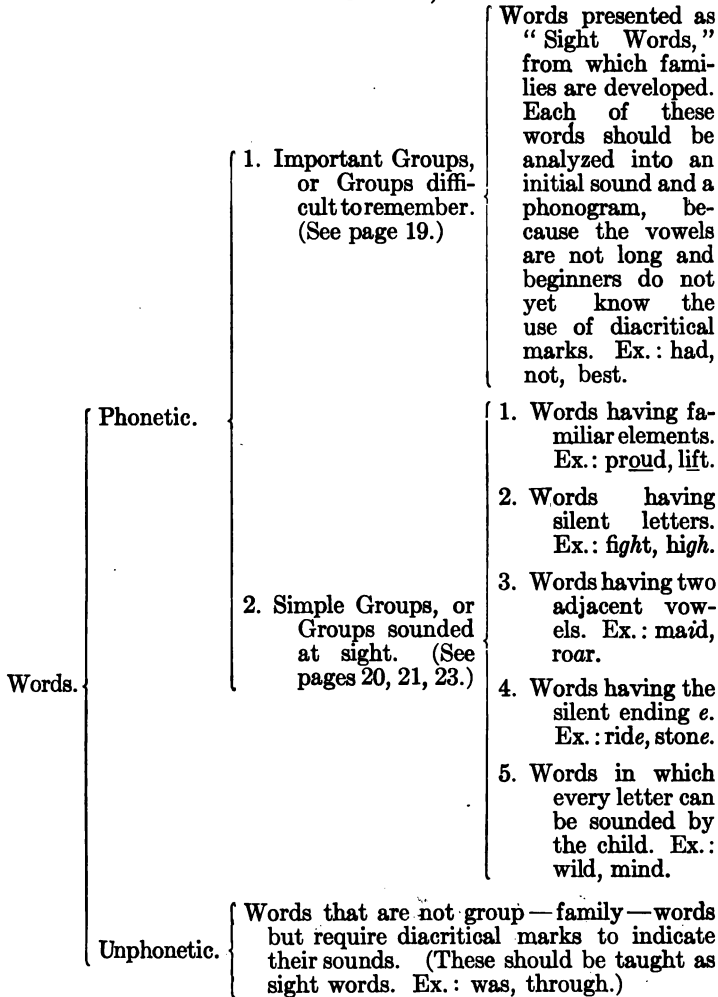
The list of words on page 19 contains words (87) selected from the text, and each should be taught as a "Sight Word" when presented in the story. The "Families" that these words introduce should not be taught until the words themselves have been learned from the text. The first sixteen words in the list are the words given on the chart and appear early in the first story. They are the first family words that introduce the consonants. They may be analyzed into (1) initial sounds and (2) phonograms, or family sounds. The remaining words in the list are the

first words in the text that introduce "Important Families"; that is, families that cannot be sounded by separate letters by beginners because the vowels are not long, and the children should not yet be taught the use of diacritical marks. These families or groups must be memorized, and since they are difficult to remember, they are classified as "Important." There should be much drill upon them, since they give fundamental elements for future sight reading. (See page 19.)

The next two lists of words (pages 20, 21) are the first words in the text that introduce "Simple Families." The words in these groups can be sounded at sight in one of the five ways given in the table, page 18. The families that these words introduce are given in the "Manual" to correspond with those that are given in the "Primer" for the benefit of the children. They do not necessarily call for drill. At the proper periods the teacher should allow the children to read them from their books and so to become familiar with them.

CLASSIFICATION OF WORDS

(The silent letters, printed in *italics*, should be crossed out on the board.)



EIGHTY-SEVEN WORDS

From these "Sight Words," collected from each story, "Important Families" and "consonants" are developed. The underscoring indicates important elements.

CONSONANTS. From "The Little Pine Tree," pages 22, 56, 57.	{	<u>p</u> ine	{	in	{	red	{	boy	Page 119. {	cross
		<u>w</u> ood		them		<u>f</u> ar		less		
	{	<u>h</u> ad		all	Pages 70, 71. {	<u>ch</u> op	Page 93. {	ax	Page 130. {	scrub
		<u>m</u> ade		but		him		slip		
	{	<u>d</u> ay		did		up	Page 98. {	bread	Page 119. {	ash
		long		other		as				
	{	<u>s</u> un		it	Page 78. {	<u>k</u> nock	Page 102. {	hang	Page 110. Page 107. {	neck
		<u>n</u> ot		am		tap		stuck		
	{	<u>c</u> are		wish	Page 85. {	brought	Page 114. {	us	Page 119. {	nod
		for		she		<u>k</u> nob		drink		
	{	<u>g</u> old		<u>w</u> hen	Page 78. {	hug	Page 110. Page 107. {	<u>s</u> ir	Page 119. {	cloth
		<u>k</u> ind		blew				drank		
	{	<u>r</u> ing		by	Page 85. {	big	Page 114. {		Page 119. {	
		<u>b</u> ell		saw		walk		love		
	{	<u>j</u> ust		will	Page 85. {	leg	Page 114. {		Page 119. {	
		<u>t</u> ook		bag				purr		
	{			pick	Page 85. {	mud	Page 114. {	log	Page 119. {	
				glass		huff		trunk		
	{			would	Page 85. {	if	Page 114. {	buzz	Page 119. {	
				at		six		hum		
	{			<u>h</u> ow	Page 85. {	back	Page 114. {	brush	Page 119. {	
				<u>s</u> o		crept				
	{			an	Page 85. {	hung	Page 114. {		Page 119. {	
				best						
	{			<u>o</u> ut	Page 85. {		Page 114. {		Page 119. {	
				let						

EASY WORDS

Words selected from the text to introduce "Simple Families," or families that can readily be sounded by means of letters, or by known phonograms.

These words are collected from the stories and are those from which "Simple Families" are developed.

From "The Pine Tree," page 59.	<u>night</u> <u>morn</u> <u>hark</u> <u>and</u> <u>dear</u> <u>green</u> <u>feel</u> <u>goat</u> <u>eat</u>	Page 79.	<u>each</u> <u>chair</u> <u>sleep</u> <u>cool</u> <u>round</u> <u>hard</u> <u>room</u> <u>high</u> <u>felt</u>	Page 88.	<u>dance</u>	Page 114.	<u>speak</u> <u>ask</u> <u>grant</u> <u>join</u> <u>moan</u>
				Page 94.	<u>start</u> <u>sweet</u> <u>milk</u> <u>sour</u> <u>find</u> <u>goose</u> <u>laid</u>	Page 119.	<u>roar</u> <u>growl</u>
From "Little Red Riding Hood," page 72.	<u>girl</u> <u>house</u> <u>down</u> <u>meet</u> <u>wild</u> <u>short</u> <u>fast</u> <u>soon</u> <u>turn</u> <u>jump</u> <u>went</u> <u>arm</u> <u>scream</u>	Page 86.	<u>barn</u> <u>end</u> <u>seek</u> <u>north</u> <u>bunch</u> <u>blow</u> <u>south</u> <u>third</u> <u>load</u> <u>field</u> <u>march</u> <u>over</u>	Page 99.	<u>real</u> <u>stretch</u> <u>grasp</u> <u>tail</u>	Pages 130, 131.	<u>clean</u> <u>proud</u> <u>match</u> <u>pain</u> <u>deed</u> <u>sneer</u> <u>scoop</u> <u>prince</u>
				Page 107.	<u>leap</u> <u>beast</u>		
				Page 110.	<u>soil</u>		

SILENT *E*

Words selected from the text to introduce " Simple Families " with silent ending *e*. These families do not require drill. As soon as power has been acquired, that is, when children make use of the sounds of consonants and vowels, they can sound them at sight.

Page 59. { tree
tire
came
like
take
broke
gave
ate

Page 72. { side
white
time

Page 79. { taste

Page 86. { those
nice
five
lane
hope
rage
blaze

Page 94. { more
change
Page 99. { mile

Page 102. { whole
face
die
stone

Page 114. { breeze
life

Page 131. { drove
rode
pale

VOWELS AND IMPORTANT ELEMENTS,
WITH THE WORDS THAT INTRODUCE
THEM

a	out — ou
e	how — ow
i	too — oo
o	noise — oi
u	on — on
for — or	all — al
far — ar	bell — el
sir — ir	will — il
her — er	as — as
purr — ur	am — am
an — an	let — et
in — in	at — at
when — en	it — it
sun — un	if — if
hum — um	us — us

GENERAL INSTRUCTION IN PHONICS

First Analysis. — As soon as the child has analyzed several sentences and has become familiar with the term “words,” he may safely analyze words. He should early be trained to build new words out of familiar elements. (See “Suggested Programs,” pages 29, 36.)

The words that first introduce the consonants are among the early words to be committed to memory and are found in the first few pages of the first story in the book. (See page 22.)

The teacher should *not present* any consonant sound until the child has a clear idea of that sound acquired from a familiar word. The ear and the eye make the impression, and the child helps himself by means of the word.

The Chart. — The chart on page 22 presents a logical framework, and is so arranged for the convenience of the teacher *only*, to show her how to establish the sounds of the consonants as early as possible.

In the chart, the framework words are printed in bold type on a diagonal line. The bold print signifies new material. Starting with a given bold-faced sight word and passing from the diagonal to the left

will review families with a new consonant. Starting with a bold-faced word and passing from the diagonal line upward gives drills on a new family and reviews consonants.

Use of Cards. — As these words are presented and analyzed into initial sounds and phonograms, the teacher should place cards with the phonograms printed upon them in conspicuous places about the room. The words from which these phonograms are developed should be placed above the phonograms, or the list of family words below, or both, in order that the phonograms may be continually associated with words and ideas. (See Device V, page 138.)

Rate of Progress. — The phonic work need not be postponed, if the reading advances fast enough to introduce words needed to supply consonants. Otherwise it must wait, because a consonant sound should not at first be taught except as the initial sound of a familiar word.

When the families on the chart have been mastered and the child knows the consonant sounds, the teacher should drill the children on all other important families in the first story, as they are needed to supply the new words in the text. (See "Suggested Programs," page 44.) Phonic drills on the board should continue along with reading from the book, for each subsequent story reviews familiar fam-

ilies, so that the child can read the new stories while drilling upon families in the old story.

Consecutive Consonants. — In teaching combinations of two consonants, as *sp*, the teacher should not drill on these combinations by themselves, but gradually with the regular phonic drills, should introduce words with two consonants making a single initial. Ex.: *not*, *spot*. In the development of all phonics, the aim should be *ideas*: not mere sounds but sounds related to ideas.

Blending. — It cannot be urged too strongly that pupils should be taught to blend their words; that is, utter them with one sound, as *pine*, *wood*, *sun*, instead of breaking them and giving the sounds incorrectly; as *puh* for *p*, making *puhine*; *wuh* for *w*, making *wuhood*; *suh* for *s*, making *suhun*.

New Words. — The children should get all new words either by content or by phonics, or both, as soon as possible. Phonic drills should be applied constantly to the text of the lesson they are reading.

Names of Letters. — The vowels are introduced by their names, or long sounds; *a* from *a*; *e* from *she*; *o* from *so*, etc. The names of other letters are not taught at first, because children confuse the names of the letters with their sounds. *No diacritical marks are used in the First Reader.* Other vowel sounds are to be introduced naturally, as they occur, by means of

the phonograms under "Important Families." (See pages 18, 19.)

Ex: bit	bite	pin	pine
mad	made	tub	tube
not	note	rod	rode
mat	mate	rob	robe

Important Families. — In the above first and third columns the vowels are not long and the families are classified as "Important" because the children cannot sound the letters separately. (See pages 16, 17, 18, 19.) In the second and fourth columns the families are classified as "Simple" because the children can sound every letter, striking off the silent *e*. (See page 21.)

The teacher should give the sounds *a, e, i, o, u, th, sh, ch, oo, ou, oi, au*, as soon as they occur in a word in the text, *after phonics have been introduced, and not before.*

The sounds *er, ir, ur*, should be taught as early as one of them appears, and should be kept in a conspicuous place in the room for constant reference and study. Such phonograms as *ar, or, er, ir, ur*, are very important since they are elements of many different words, which can be sounded at sight if these elements are known. The few families *ork, irt, alt, amp*, and *int* have been omitted since there are no words in the text from which they might be developed.

The few words belonging to these families can be sounded at sight without preliminary drill.

Silent Study. — The child will soon learn how to study silently and will have the power to help himself. He will probably investigate his book and joyfully discover the families which have been purposely inserted for his use.

A wise teacher will not hasten work on any family of words, for "thoroughness is essential to success."

Advanced Reading. — In undertaking advanced reading in the book, following the review, the teacher should ask the class to read each sentence silently before the individual child reads aloud. The children may place their fingers upon any unknown word. After each child has found the unknown word, the teacher should develop that new word by phonics, *if the children cannot recognize it by the context*. After the new word or words have been developed, as stated, some child may read aloud the advanced sentence or paragraph.

Review. — If the work is review and a child in his reading comes to a word that he has forgotten, the teacher should develop that word as above stated; if the thought has been broken by this interruption, she should always insist upon the child's reading from the beginning of the sentence after the word has been reacquired. Thus the child always reads

for the content and not for the words merely. This encourages his interest in the story, so that he himself will go back without the teacher's suggestion, and read for the content, after he has found out the word he did not know.

The Alphabet and Spelling. — The alphabet may be taught, probably, at the close of the first year of school, but certainly not until the children have mastered the sounds of the letters.

ILLUSTRATIVE LESSONS IN PHONICS

LESSONS 1-4. (See page 36.)

The teacher writes *pine* on the board. It is the first word on the chart (page 22) and a familiar word to the child. She does not divide it in writing but presents it as a whole. Then the teacher slowly pronounces *p ine*. The children listen. Then she says:—

“Who can give the first sound I made?” Some child will make the sound *p* as the teacher made it. Another child may make it. If any one child has difficulty in catching separate sounds, the teacher may ask that child to make believe he is going to say *pine* or, to start to say *pine* but not to finish. At this stage all recitations should be individual.

The teacher now says *pine* again. "Who can give the next sound?" or "Who can finish when I make believe to say the word?" Some child gives *ine*. Others do the same. The teacher gives both again, drawing the attention to the whole word without separation.

"Now I will show you the first sound we made," and she covers the last part of the word with a paper, showing *p*. She then allows each child to make it. Then she shows the last sound, *ine*, covering the first letter of the word with a paper. Each child should have a chance to say it. The teacher now removes the paper and gives both sounds distinctly, without separation, *pine*. The children in turn give both sounds. The teacher should insist that all blending of sounds forms *words*. This completes one lesson; but the same individual work on this word should be repeated for several lessons. (See "Suggested Programs," page 36. See Device IV, page 138.)

When *pine* has been analyzed, *ine* should be printed on a card (in large type only) and placed in a conspicuous place in the room for constant reference. The word *pine* should be placed above it in order that the phonogram may be continually associated with the word and the idea. Later, the words of the family should be written beneath the card, for association.

LESSONS 5-8

Review *pine* as a whole; have the children give connected sounds. Refer to the *ine* family on the large printed card, thus, "Who can find *ine* somewhere else?"

The new word *wood* is analyzed in the same manner. When each child has mastered this word, the teacher may slowly write *wine* under *pine*. The children should blend or slide the review consonant with the new family, so that it makes a word. (See chart, page 22.) If the children do not recognize the forms in new relations, the teacher should not tell them but should assist them, by covering the phonogram *ine* with a paper. She immediately removes it, to allow a volunteer to blend the word. This must be done with each child every day until the word is mastered. The teacher should always bear in mind that every child is first entitled to the joy of discovery.

Each new family should be printed on a card and placed conspicuously for daily reference and absorption. The word from which it is developed should be placed above it; the words of the family should be written beneath it. (See "Suggested Programs," page 36, for intermediate lessons on phonics.)

LESSON 9

The teacher reviews *pine*, *wood*,
wine.

The teacher analyzes *had*. This completed, she writes the new consonant under the *ood* family, omitting the *ine* family, as it does not build a word. Each child sounds the new word. She also writes the review consonant *p* under the new family *ad*, and each child again recites. We now have on the board:—

pine,	wood,	had ¹
wine,	hood,	pad

LESSON 15

The teacher reviews families *ood*, *ine*, *ad*.

She analyzes *made*. The board at the close of the lesson will show:—

pine,	wood,	had,	made
wine,	hood,	pad,	wade
mine		mad	

¹ See "Suggested Programs," page 37. See Devices IV, V, page 138. See chart, page 22.

SUGGESTED PROGRAMS

FOR THREE LESSONS DAILY

FIRST WEEK

Mon.	$\left\{ \begin{array}{l} 1. \text{ tree, little, wood} \\ 2. \text{ tree,}^1 \text{ little, wood} \\ 3. \text{ tree, little, wood} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Tues.	$\left\{ \begin{array}{l} 1. \text{ tree,}^1 \text{ little, wood} \\ 2. \text{ pine,}^2 \text{ tree, little, wood} \\ 3. \text{ pine, tree, little, wood} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Wed.	$\left\{ \begin{array}{l} 1. \text{ pine,}^1 \text{ tree, little, wood} \\ 2. \text{ A,}^3 \text{ pine, tree, little, wood} \\ 3. \text{ A, pine, tree, little, wood} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Thurs.	$\left\{ \begin{array}{l} 1. \text{ A,}^1 \text{ pine, little, wood}^4 \\ 2. \text{ was, A, pine, little, wood} \\ 3. \text{ was, A, pine, little, wood} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Fri.	$\left\{ \begin{array}{l} 1. \text{ in,}^1 \text{ was, A, pine, little, wood} \\ 2. \text{ the,}^3 \text{ in, was, A, pine, wood, little} \\ 3. \text{ the, in, was, A, pine, little} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$

¹ Always review the reading.

² The new words are italicized.

³ A and *the* should be taught with the long sounds when used as separate words for the sake of the vowel sound. Expression in reading will properly blend them with the following words in the text.

⁴ See Device III, page 137.

SECOND WEEK ¹

Mon.	$\left\{ \begin{array}{l} 1. \text{ Review sentence and words. Read new sen-} \\ \text{tence from board.} \\ 2. \text{ needles, the, in, A, pine, wood, little} \\ 3. \text{ needles, the, in, was, A, pine, little} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Tues.	$\left\{ \begin{array}{l} 1. \text{ needles, the, in, was, pine, little} \\ 2. \text{ It, needles, the, in, was, little} \\ 3. \text{ It, needles, the, in, was, pine} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Wed.	$\left\{ \begin{array}{l} 1. \text{ beautiful, It, needles, the, in, was} \\ 2. \text{ had, beautiful, It, in, needles, the, was} \\ 3. \text{ had, beautiful, It, in, needles, the, was} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Thurs.	$\left\{ \begin{array}{l} 1. \text{ had, beautiful, the, needles, was} \\ 2. \text{ wind, had, beautiful, was, the, needles} \\ 3. \text{ The,}^2 \text{ wind, had, beautiful, was, needles} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Fri.	$\left\{ \begin{array}{l} 1. \text{ music, The, wind, had, beautiful, was} \\ 2. \text{ made, music, The, wind, had, beautiful, was}^3 \\ 3. \text{ made, music, The, wind, had, beautiful, was} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$

¹ All reviews should be individual readings of the sentence as well as drills upon words. If all the words in a sentence have been studied, an excellent and rapid way to test the children is to have them name the words in the sentence out of their proper order. If each child in the group is able to do this, then the teacher should proceed with the new sentence.

² At first, it may be necessary to drill on a word already acquired, if its appearance has been changed by a small letter or a capital.

³ The teacher may go faster, if necessary, and complete this sentence during the week.

THIRD WEEK¹

Mon.	$\left\{ \begin{array}{l} 1. \text{ Review reading from beginning of story. Read} \\ \quad \text{new sentence from board.} \\ 2. \text{ } \textit{them}, \text{ made, music, The, wind, had, was} \\ 3. \text{ } \textit{them}, \text{ made, music, The, wind, had, was} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Tues.	$\left\{ \begin{array}{l} 1. \text{ } \textit{day}, \text{ them, made, music, wind, had} \\ 2. \text{ } \textit{day}, \text{ them, made, music, wind, had} \\ 3. \text{ } \textit{all}, \text{ day, them, made, music, wind, had} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Wed.	$\left\{ \begin{array}{l} 1. \text{ } \textit{long}, \text{ all, day, them, made, music, wind,} \\ \quad \text{had} \\ 2. \text{ } \textit{long}, \text{ all, day, them, made, music} \\ 3. \text{ } \textit{sun}, \text{ long, all, day, them, made} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Thurs.	$\left\{ \begin{array}{l} 1. \text{ } \textit{shine}, \text{ sun, long, all, day, them, made} \\ 2. \text{ } \textit{shine}, \text{ sun, long, all, day, them} \\ 3. \text{ } \textit{But}, \text{ shine, sun, long, all, day, them} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$
Fri.	$\left\{ \begin{array}{l} 1. \text{ } \textit{not}, \text{ But, them, shine, sun, long, all, day} \\ 2. \text{ } \textit{happy}, \text{ not, But, all, shine, sun, long, day} \\ 3. \text{ } \textit{happy}, \text{ not, But, all, shine, sun, long, day} \end{array} \right.$	$\left. \begin{array}{l} \text{A.M.} \\ \text{P.M.} \end{array} \right\}$

¹ The teacher should use her judgment about retaining or omitting review words. The above lists are suggestive only, the words omitted being those usually easy to remember, those retained difficult to remember; classes differ, however.

FOURTH WEEK¹

Mon.	1. Review reading and transpose sentences. Read new sentence.	1. pine	A.M.
	2. <i>care</i> , happy, not, But, shine, sun, had	2. pine	
	3. <i>did</i> , shine, happy, not, But, sun, had, care	3. pine	P.M.
Tues.	1. did, care, happy, not, But, sun, shine	1. pine	
	2. <i>for</i> , did, care, happy, not, But, sun	2. pine <u>wood</u>	
	3. <i>leaves</i> , for, did, care, happy, But, not	3. pine wood, <u>wine</u>	
Wed.	1. <i>other</i> , leaves, for, did, care, not	1. pine wood wine	
	2. <i>have</i> , other, leaves, for, did, care		
	3. <i>said</i> , have, other, leaves, for, did, care	3. pine wood ² wine	

¹ Do not begin phonics before the fourth week. Children first analyze sentences into words, and phonics should not begin until the children are themselves ready to analyse these words. (See pages 29-32.) The phonic drills from the board, as shown above, may precede or follow regular reading.

² See chart, pages 22, 32.

FOURTH WEEK — *Continued*

Thurs.	1. <i>it</i> , said, have, other, leaves, for, did	1. pine wood had ¹ wine hood
	2. <i>are</i> , it, said, have, other, leaves, did, for	
	3. <i>always</i> , are, said, have, other, leaves, did	3. pine wood had wine hood pad
Fri.	1. <i>green</i> , always, are, said, have, other, leaves	1. pine wood had wine hood pad
	2. <i>I</i> , <i>tired</i> , green, always, are, said, have, other	
	3. <i>am</i> , tired, I, green, always, are, said, have	3. pine wood had ² wine hood pad ¹

¹ See chart, pages 22, 32.² The teacher may go faster, if the children are ready to proceed. Since classes differ in ability, the time allotted to phonics is suggestive only.

FIFTH WEEK

Mon.	1. am, tired, I, green, always, are, said, have	1. had ¹ pine wood pad wine hood	A.M.
	2. <i>of</i> , am, tired, I, green, always, are, said, have		
	3. <i>wish</i> , of, am, tired, always, are, said, green	3. had pine wood pad wine hood	P.M.
Tues.	1. <i>gold</i> , wish, of, am, tired, are, said, green	1. <u>made</u> had pine wood pad wine hood <u>mad</u> <u>mine</u>	
	2. <i>Oh</i> , gold, wish, of, am, tired, said, green		
	3. Oh, gold, wish, of, am, tired, are, said	3. Review	

¹ These lists should not be written upon the board without the initial consonants, nor should the children recite words from a list of consonants. Children learn words by seeing them.

FIFTH WEEK — *Continued*

Wed.	1. <i>to</i> , Oh, gold, wish, of, am, tired, are	1. made had pine wood wade pad wine hood mad mine
	2. <i>fairy</i> , to, am, Oh, of, gold, wish	
	3. <i>kind</i> , fairy, to, Oh, wish, of, gold	3. Review
Thurs.	1. <i>She</i> , kind, fairy, to, Oh, wish, of, gold, etc.	1. day made had pine wood wade pad wine hood mad mine dine
	2. <i>heard</i> , she, kind, fairy, of, wish, to, Oh, etc.	
	3. <i>When</i> , kind, she, fairy, heard, of, wish, etc.	3. Review
Fri.	1. <i>night</i> , When, heard, she, kind, wish, Oh, to, etc.	1. day made had pine wood way wade pad wine hood pay mad mine hay dine may
	2. <i>came</i> , night, heard, kind, etc.	
	3. <i>touched</i> , she, came, night, When, etc.	3. Review

SIXTH WEEK

Mon.	{	1. <i>wand</i> , touched, <u>long</u> day made had pine wood	
		she, came, way wade pad wine hood	
		night, When pay mad mine	
	{	2. <i>her</i> , ¹ wand, may <u>lad</u> dine	
		touched, she, hay <u>line</u>	
		came, night, <u>lay</u>	
	{	When	
		3. <i>with</i> , her, wand, 3. Review	
		touched, she,	
	{	came, etc.	
Tues.	{	1. <i>In</i> , with, her, <u>sun</u> long day made had pine ²	
		wand, touched, <u>song</u> way wade pad wine	
		she pay <u>lad</u> dine	
	{	2. <i>morning</i> , In, hay <u>sad</u> line	
		her, with, may	
		wand, etc. lay	
	{	3. <i>blew</i> , In, morn- <u>say</u>	
		ing, her, with,	
		etc.	
Wed.	{	1. <i>ring</i> , bells, <u>not</u> sun long day made had pine	
		blew, etc. pot <u>nun</u> song way wade pad wine	
		2. <i>like</i> , ring, hot pay <u>lad</u> mine	
	{	bells, etc. dot hay <u>sad</u> dine	
		3. <i>what</i> , like, lot may <u>line</u>	
		ring, bells, lay <u>nine</u>	
	{	blew, etc. say	

¹ The phonogram *er* should be introduced and kept in a conspicuous place with *ir*, *ur*. (See page 27.)

² The *ood* family may be dropped until needed.

SIXTH WEEK—Continued

Thurs.	{	1. <i>robber, by, what,</i>	<u>care</u> not sun long day had pine
		like, ring, bells	hare pot nun song way pad wine
		2. <i>He, saw, by, robber, like, what</i>	dare hot pay mad mine
	{	mare dot hay sad dine	
		3. <i>These, He, saw,</i>	lot may line
		by, robber, etc.	<u>cot</u> lay nine
			say
Fri.	{	1. <i>bag, my, These,</i>	<u>for</u> care not sun day pine wood
		He, saw	nor hare pot nun way wine hood
		2. <i>will, fill, etc.</i>	dare hot <u>fun</u> pay mine <u>food</u>
	{	mare dot may dine	
		3. <i>just, pick, etc.</i>	<u>fare</u> lot lay line
		<u>cot</u> say <u>fine</u>	
			hay

SEVENTH WEEK

Mon.	{	1. <i>took, poor,</i>	gold	for	care	not	sun	wood	will
		pick, etc.	hold	nor	hare	pot	fun	hood	pill
		2. <i>bare, poor,</i>	sold		dare	hot	gun	food	hill
		took, etc.	cold		mare	lot		good	mill
Tues.	{				fare	dot			sill
						got			fill
		3. <i>do, be,¹</i>							
		pick, bare,							
Wed.	{	poor							
	{	1. <i>never, do,</i>	<u>kind</u>	gold	care	not	sun	will	when
		be, poor,	wind	hold	hare	pot	nun	pill	pen
		bare, etc.	mind	sold	dare	hot	fun	hill	hen
		2. <i>Men,²</i>	find	cold	mare	lot	gun	mill	men
	{	never,		fold	fare	got		sill	
		do, be				dot		fill	
		3. <i>glass,</i>						<u>kill</u>	
		Men, etc.							
	{	1. <i>They, etc.</i>	<u>ring</u>	kind	gold	care	sun	will	when
			wing	wind	hold	hare	nun	pill	pen
		2. <i>would, at</i>	sing	mind	sold	dare	fun	hill	hen
		3. <i>again,</i>	fling	find	cold	mare	gun	mill	men
	{	<i>Hark</i>	king	<u>ring</u>	fold	fare	<u>run</u>	fill	
			swing			<u>rare</u>		kill	
								<u>rill</u>	

¹ See vowels, page 26.² Give *en* family by means of *when* and *get Men*.

SEVENTH WEEK — *Continued*

Thurs.	1. <i>And,</i>	<u>b</u> ell	ring	kind	gold	care	sun	will	when
		how	well	wing	wind	hold	hare	nun	pill pen
	2. <i>fine,</i> ¹	sell	sing	mind	sold	dare	fun	hill	hen
		<i>swing</i> ¹	fell	fling	find	cold	mare	gun	mill men
	3. <i>fell,</i> ¹		king	rind	fold	fare	<u>b</u> un	fill	then
		<i>broke</i> ²	swing	<u>b</u> ind	<u>b</u> old	rare		kill	
			<u>b</u> ring			<u>b</u> are		rill	
								<u>b</u> ill	
	Fri.	1. <i>dear,</i> ³	<u>j</u> ust	<u>t</u> ook	bell	gold	will	when	
		<i>must,</i> ¹	must	hook	well	hold	pill	pen	
		<i>so,</i> ³	rust	look	sell	sold	hill	hen	
		<i>take,</i> ²		cook	fell	cold	mill	men	
		<i>break</i> ²	book	<u>t</u> ell	fold	bill	<u>t</u> en		
					told	till			
						<u>s</u> till			

¹ By family from *pine, ring, bell, just.* (See pages 49–53.)² By sound, *broke, dear, take, break.*³ See vowels, page 26.

List of words that introduce more "Important Families."

ONE WEEK	Mon.	Review
	Tues.	in, them
	Wed.	all, but
	Thurs.	did
	Fri.	other, it

ONE WEEK	Mon.	Review
	Tues.	am, wish
	Wed.	she, when
	Thurs.	blew
	Fri.	by, saw

ONE WEEK	Mon.	Review
	Tues.	will, bag
	Wed.	pick
	Thurs.	glass
	Fri.	would

ONE WEEK	Mon.	Review
	Tues.	at, how
	Wed.	so, an
	Thurs.	best, out
	Fri.	let

ONE WEEK	Mon.	Review ¹
	Tues.	red ²
	Wed.	far
	Thurs.	chop
	Fri.	him, up

ONE WEEK	Mon.	Review
	Tues.	knock
	Wed.	tap
	Thurs.	brought, knob
	Fri.	hug

ONE WEEK	Mon.	Review
	Tues.	big ³
	Wed.	walk
	Thurs.	leg
	Fri.	Review

¹ The reviews should be kept up even if the reading has passed to the next story.

² The new families should not be given until the story presents a word from which the family may be developed. (See pages 70, 71.)

³ See page 78.

FIRST READER

LESSONS IN DETAIL

1

2

LESSONS IN DETAIL

THE LITTLE PINE TREE

(The figures at the left denote the number of new words introduced in the sentence.
See Suggestions, page 33.)

I

8 A little pine tree was in the (See pages 13, 33.)
wood.

4 It had beautiful needles. (See page 34.)

7 The wind made music in them (See pages 34, 35.)
all day long.

2 The sun made them shine. (See page 35.)

3 But the little tree was not happy. (See page 35.)

3 It did not care for needles.¹ (See page 36.)

4 "All the other trees have leaves," it said.

3 "Needles are always green.

4 I am tired of them.

1 I wish I had leaves.

1 I wish I had gold leaves.

2 Oh, to shine! to shine!"

2 A kind fairy was in the wood.

2 She heard the little tree.

When night came,

7 she touched it with her wand.

1 In the morning the tree had gold leaves.

When the wind blew,

1 it made the leaves shine in the sun.

¹ Do not begin phonics before the fourth week. (See pages 29, 36.)

- 3 It made them ring like bells.
0 "Oh," said the little pine tree.
1 "What beautiful leaves!"
2 A robber came by.
1 He heard the music of the gold leaves.
1 He saw them shine in the sun.
0 "Oh," said he.
6 "These gold leaves will just fill my bag.
1 I will pick them."
1 He took them all.
2 The poor little tree was bare.

II

- 0 The robber took the gold leaves.
0 "I wish I had leaves," said the tree.
2 "I do not like to be¹ bare.

¹ The teacher should give the *e* family by means of *he*, a familiar word. Ex.: he

me

we

be X

She should check the word she wants to be singled out for the sentence, and ask each child individually to sound the word. Then the teacher should write the new sentence upon the board and ask some child to draw a line under the word just sounded. This is the first application of phonics to the reading, so the teacher should ask several children to sound the new word in the sentence. Of

- 1 Gold leaves will never do.
2 Men like them. Robbers will take them.
1 I wish I had glass leaves.
2 They would ring like bells.
0 They would shine in the sun.
0 Oh, to shine! to shine!"
1 The fairy came at night.
1 She touched the tree again.
0 In the morning it had glass leaves.
1 "Hark!" said the little pine tree.
0 "These leaves ring like the gold leaves.
2 And how they shine in the sun!
1 What a fine¹ tree I am!"

course, the sentence can easily be read as there are but two new words in the line. The teacher should proceed with the rest of the paragraph and drill upon the other new words as previously studied, if they cannot be acquired by sounds at this period. (See note, page 26, for vowels; also page 42.)

¹ **Fine.** The teacher should review the *ine* family on the board by means of *pine*, a familiar word. Ex.: pine

wine

nine

fine X

shine

She should check the word to be singled out. The teacher calls upon each child individually to sound the word required for the new sentence. She should write the sentence on the board and ask some child to draw a line under the same word that the children sounded.

0 The wind blew and blew and blew.

1 It made the glass leaves swing.¹

The teacher should have several children sound it in the sentence. She should allow the class to turn to their books and read the entire paragraph. Since this is the beginning of the application of phonics, the teacher should see that each child finds the word *fine* in the book; that each child can cover the phonogram *ine*, as the teacher does, on the board and observe the first sound *f*; that each child can cover the first sound *f*, as the teacher does, on the board and observe the last sound *ine*. Then the teacher should have individual children sound the word from the books.

¹ **Swing.** The teacher should develop *swing* by means of *ring*; that is, she should review the *ing* family on the board by means of *ring*, the familiar word, and place a mark after the word to be singled out. Ex.: —

ring
wing
sing
thing
swing X
string

The teacher should call upon each child to sound the word required in the new sentence, because she is beginning the application of phonics to the reading. (See page 43.)

Then the teacher should write the new sentence on the board and ask some child to draw a line under the word he found in the family. She should have some child sound the word in the sentence, in order to draw further attention to it. The sentence should now be read from the board at once, since the rest of the words are review words. Then the class should turn to the books

2 They all fell ¹ and broke.²

0 And again the poor little tree was bare.

at once and read the two new sentences. The teacher tells the children to find the new word. The class should then read the story from the beginning in the books as far as they have learned it from the board. Reading from the board is now omitted unless there appears a sentence containing several unphonetic words, or words that do not fall into groups and so require diacritical marks to indicate their sounds. Such a sentence should be written upon the board and the new words developed as in earlier lessons.

¹ **Fell.** The teacher reviews the *ell* family on the board by means of *bell*, the familiar word, and places a mark after the word to be singled out. Ex.: bell

well

fell x

tell

sell

The teacher calls upon several children to sound the word required in the new sentence. She tells the children to find the word *fell* in the next sentence in the books. The application of phonics should be continued by showing the children how to cover all but the first sound in the new word; to cover the first sound and observe the family. Before reading this sentence from the books, the teacher must develop *broke*.

² **Broke.** The teacher writes *broke* on the board, striking out the final *e*. Ex.: broke. She tells the class that the final *e* or the *e* at the end of the word is silent; that is, that it does not sound when it is at the end of the word, so she will strike it out. She tells the children to sound all the other letters in the word. The teacher as-

III

- 0 The wind blew the glass leaves.
0 They all fell and broke.
0 The poor little tree was bare.
1 "Oh, dear ¹!" said the little pine tree.

sists each child, especially at this time, when the printed page is substituted for reading from the board. She covers the word on the board with a card, showing the first letter only, and as some child gives its sound, she uncovers the next sound, and the next, until the child has made all the sounds in the word in their order, connectedly. Several children should try to sound the letters one or two or three times, as many as may be necessary to enable them to recognize the new word. Then the teacher tells the class to find the new word in the new sentence in the book. The teacher shows the children how to sound the word from the book, as they have done from the board. This completes the study of the new sentence in the book, and all the children should then read it silently. If the teacher should want to test the children individually, she might have each child in turn read it softly to her; otherwise, one child may read aloud, the others silently. The next four sentences should be taken in the same manner.

The new word *dear* should be developed from the board.

¹ **Dear.** The teacher writes *dear* on the board, striking out the silent letter *a*. She tells the class the *a* is silent and all the other letters sound. The teacher assists some child in sounding by uncovering the sounds in their order. The child sounds two or three times, enough to enable him to recognize the new word. The children find the new word in the book. Every child reads the new sentence silently. One child reads it aloud from the book.

- 2 "I must¹ not wish to be so² beautiful.
0 I must wish for green leaves like the other trees.
0 Robbers will not take them.
1 The wind will not break³ them.
0 Oh, I wish I had green leaves!"
0 The fairy came again.
0 She⁴ touched the tree with her⁴ wand.
1 She gave⁵ it green leaves.

¹ **Must.** The teacher writes the known word *just* on the board. Individually the children give the first sound; the second sound. The teacher writes the phonogram alone, showing the class the sound *ust*. She may then place the sound *m* before *ust*, and have it sounded; or, she may give the family, checking, as before, the word to be singled out for the new sentence. The children find the new word in the book. Every child reads the new sentence silently. One child reads it aloud from the book.

² Develop by sounding the letters, *so*. (See page 26 for vowels.)

³ **Break.** The teacher writes *break* on the board, striking out the silent letter *e*. She tells the class that the *e* is silent and all the other letters sound. She assists some child to sound. The children find the new word in the books. Every child reads the new sentence silently. One child reads it aloud.

⁴ See notes, page 27, *sh*, *er*.

⁵ **Gave.** The teacher writes *gave* on the board, striking out the final *e*. She tells the class that the final *e* is silent and that the other letters sound. (This information must be repeated upon all occasions until the children form the habit of observing it for themselves.) A child sounds the word from the board two or three

- 0 In the morning the little pine tree said,
0 " These green leaves shine in the sun.
3 How good it feels¹ on² them!
0 Oh, what a fine tree I am!"
3 An² old¹ goat¹ came by.
0 He saw the green leaves on the little tree.
3 " Oh! here¹ is a fine dinner,³" said he.
0 " What a little tree! What green leaves!

times, or as many as are necessary. The children should always find a new word in the book. Every child reads the new sentence silently. One child reads aloud.

¹ Develop by allowing the child to sound the letters, one or two times, enough to enable him to recognize the words: feel, old, goat, here.

² Develop by content, or from the board, as a "sight word."

³ **Dinner.** The teacher writes the word *in* on the board and calls for a volunteer to give it. She then writes the word *her* on the board. She asks some child to give the first sound; the second sound. She underscores the phonogram *er* and writes it by itself. (Preserve *er* by printing it on a card and placing it immediately in a conspicuous place in the room for daily use, with the word from which it was developed placed above. See note, page 27, last paragraph.) The teacher asks each child to pronounce *er*. The teacher now writes *din* on the board, underscoring *in*. She carefully draws attention to *din* and adds *ner*, underscoring *in* and *er*, forming dinner. She assists some child in sounding by uncovering the phonograms in their order. The teacher allows the children to find the new word in the books. She has the sentence read silently first, and then aloud.

- 3 It will be no ¹ trouble ² at all to eat ¹ them."
- 2 He ate¹ and ate and ate, till ³ he ate all the leaves.
Again the poor little tree was bare.
" Dear, dear," said the tree.
" What a trouble leaves are!
I wish I had my needles again.
Men will not take them. The wind will not break ¹
them. Goats will not eat them.
Needles are best ² for a little tree like me."
In the morning it had its needles again.
How glad ³ it was to have them!
It held ⁴ them out ⁵ to the sun. It let ² the wind
make music in them all day long.
" I like my needles best," said the tree. It was
very ² happy.

¹ Develop by sound — no, eat, break.

² Develop by content, or by the board, as a "sight word."

³ Develop by family.

⁴ **Held.** The teacher writes *fell* on the board. She asks some child to give both sounds. The teacher writes the phonogram *ell* by itself. She does not review the family at this time for she needs the last sound only and not a word from the family. Beneath *ell* she writes *el*, telling the class it is the same as *ell*. She writes the new word *held*, underscoring *el*. Ex.: held. She asks some child to draw a line under *el* in the new word. Then the teacher assists some child to sound, etc. (Family drills should be reviewed before or after the lesson unless a certain family is to furnish a word in the text.)

⁵ See page 27 for *ou*.

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19, 22.)

(The first word in each column is the "sight word" from the text from which the family is to be developed, and the sound of the consonant presented.)

pine ¹	<u>w</u> ood	<u>h</u> ad	<u>m</u> ade	<u>d</u> ay	<u>l</u> ong
wine ²	hood ²	<u>p</u> ad	<u>w</u> ade	<u>m</u> ay	song
mine	food	<u>m</u> ad	<u>f</u> ade	<u>h</u> ay	wrong
dine	good	<u>d</u> ad	<u>b</u> lade	<u>p</u> ay	strong
line	stood	<u>l</u> ad	<u>sh</u> ade	<u>w</u> ay	
nine		<u>s</u> ad	<u>t</u> rade	<u>l</u> ay	
fine		(fad) ³		<u>s</u> ay	
		<u>b</u> ad		<u>g</u> ray	
				<u>p</u> ray	
				<u>p</u> lay	
<u>s</u> un	<u>n</u> ot	<u>c</u> are	<u>f</u> or	<u>g</u> old	<u>k</u> ind
<u>n</u> un	<u>l</u> ot	<u>d</u> are	<u>n</u> or	<u>f</u> old	<u>f</u> ind
<u>f</u> un	<u>d</u> ot	<u>h</u> are	<u>o</u> r	<u>c</u> old	<u>m</u> ind
<u>g</u> un	<u>h</u> ot	<u>f</u> are		<u>s</u> old	<u>w</u> ind
<u>r</u> un	<u>p</u> ot	<u>r</u> are		<u>h</u> old	<u>r</u> ind
<u>b</u> un	<u>c</u> ot	<u>b</u> are		<u>b</u> old	<u>b</u> ind
	<u>g</u> ot	<u>s</u> tare		<u>t</u> old	
	<u>s</u> pot	<u>sh</u> are		<u>o</u> ld	

¹See "Suggested Programs," page 36.

²The words in these families follow the order of the consonants as they first appear on the chart. Afterward the words are given alphabetically after beginning with the known word.

³Words of whose meaning the child has no conception should be omitted.

<u>ring</u>	<u>bell</u>	<u>just</u>	<u>took</u>	in ¹	<u>them</u>
king	fell	rust	look	chin	gem
fling	sell	crust	cook	pin	hem
cling	well	dust	nook	sin	stem
sing	tell	must	<u>shook</u>	spin	
wing		trust	hook	tin	
bring			brook	thin	
				win	
all	but	did	other	it	am
ball	cut	bid	brother	bit	ham
call	hut	hid	mother	fit	jam
fall	nut	kid	smother	hit	slam
hall	<u>shut</u>	lid		<u>knit</u>	clam
tall		rid		pit	
stall		slid		sit	
wall				slit	
wish	<u>she</u> ²	when	blew	by	saw
dish	be	den	chew	cry	caw
fish	he ²	hen	drew	dry	claw
	me	men	<u>knew</u>	fly	law
	we	pen	grew	fry	<u>gnaw</u>
	<u>the</u>	ten	screw	my	paw
		<u>then</u>	<u>threw</u>	sky	raw
				why	straw

¹ The consonants being known, all "Important Families" are now taken in the order in which they appear. All "Simple Families" are left until later.

² When a family that can be sounded by separate letters is given early, it is to introduce a vowel sound. (See page 26.)

will	bag	pick	glass	would ¹	at
bill	flag	brick	brass	could	bat
drill	rag	<u>ch</u> ick	class	<u>sh</u> ould	cat
fill	stag	click	grass		fat
hill	wag	kick	lass		hat
kill	drag	lick	mass		mat
mill		prick	pass		pat
pill		sick			rat
till		tick			sat
spill		stick			<u>th</u> at
still					
<u>sh</u> rill					
how	so ²	an	best	<u>ou</u> t	let
bow	no	can	nest	about	bet
cow	go	fan	rest	<u>sh</u> out	get
now		man	west	pout	met
plow		ran		snout	net
row		tan		trout	pet
sow					set
					wet

¹ These words may be taught to advantage as "sight words."

² See notes on vowels, page 26.

SIMPLE FAMILIES ¹

(See pages 20, 21.)

tree	tire ²	night	morn	came	like
bee	hire	fight	born	frame	strike
flee	fire	light	corn	game	
free	spire	might	shorn	lame	
a gree	wire	right	torn	name	
glee		tight	worn	same	
see		bright		tame	
<u>three</u>					
take	<u>hark</u>	<u>and</u>	broke	dear	green
bake	bark	band	<u>choke</u>	fear	seen
cake	dark	hand	joke	hear	screen
lake	lark	land	poke	near	queen
make	mark	sand	stroke	spear	
rake	park	grand	spoke	year	
wake	spark	stand	smoke		
shake			woke		
gave	feel	goat	eat	ate	
brave	heel	boat	beat	hate	
grave	<u>kneel</u>	coat	<u>cheat</u>	gate	
<u>shave</u>	peel	float	heat	late	
save	steel		neat	mate	
wave	wheel		meat	grate	
	reel		seat	slate	

¹ Drills on simple families may be omitted until later and the above new words sounded at sight.

² With some exceptions, the silent ending *e* makes vowel sounds long. See "Explanation of Phonics," pages 21, 26, 27.

LITTLE RED RIDING HOOD

The story "Little Red Riding Hood" may be told before the class undertakes to read it. The story must *not be memorized*, nor need the teacher begin with board reading, unless there are sentences composed mostly of unphonetic words. The phonic drills *must be applied* to the story in the book unceasingly.

Long, long ago,¹ a little girl² lived³ near a wood

¹ **Ago.** The teacher writes *go* on the board and some child sounds the word, having already learned from *so* (in "The Little Pine Tree") that *o* sounds like its name *o*. (The vowels also should be printed on cards in order to teach their names as their sounds. See page 26.) The teacher then writes *ago*, underscoring *go*. She assists some child in sounding the new word, withdrawing the card quickly from *go* and disclosing it as a whole. The class finds the new word in the book.

² **Girl.** The teacher writes *her* on the board, underscoring the phonogram *er* and asking a volunteer to give the sounds of the word. She also points to the card upon which *er* has been printed and reviews the sound by having each child say it. The teacher then writes *er* on the board and tells the class that there are three sounds alike, *er*, *ir*, *ur*, writing them. (Now, at this time, the three forms should be printed on cards and always studied and reviewed together.) The teacher writes *ir* by itself and asks each child to give its sound. She writes *girl* on the board, underscoring the *ir*. Ex.: girl. If there is any difficulty, she assists some child to sound the word by uncovering the phonograms in their order as shown before. All children read silently the first sentence in the new story from the books.

³ Develop from content, or from the board as "sight word."

with her mother.¹ She was so good that² her grandmother³ gave her a little red coat⁴ and hood.⁵

The children⁶ called⁷ her Little Red Riding Hood.

¹ **Mother.** Develop *mother* from *other*. (See note below for *grandmother*.)

² **That.** The teacher writes *at* on the board and some child names the word. The teacher develops the sound *th* by means of *the*. She drills the sound upon all occasions by pointing the tongue out. The teacher writes *that* upon the board, underscoring *at*. Ex.: that.

³ **Grandmother.** The teacher writes the word *and* on the board and asks a volunteer to give its name. She then writes *grand* on the board, underscoring *and*. She calls on a volunteer to sound the word while the teacher covers *and* and quickly removes the cover to allow the child to see *and* as a whole after giving the first two sounds. The teacher writes *other* on the board. She places *m* before *other*, or she writes *mother* in another place on the board. She covers *other* with a card and calls on a volunteer to give the first sound. The teacher quickly removes the cover to allow the child to see *other* as a whole, after giving the first sound. The teacher then writes the two words *grand* and *mother* together, forming the new word in the book.

⁴ **Coat.** This word is sounded after striking out the silent letter on the board — coat.

⁵ **Hood.** The teacher reviews the *ood* family on the board, placing a mark after the word to be found in the book.

⁶ Develop from content, or from the board as "sight word."

⁷ **Called.** Develop *call* in the usual way. Then the teacher tells the class that *ed* is added or built at the end of many words that they know. She shows how the *d* sounds at the end of called.

One day her mother made a cake.¹ Then² she said to Little Red Riding Hood, "I have a cake and some³ butter⁴ for grandmother. Go,¹ my dear,* and see¹ how she is. She has³ been³ ill.²"

Little Red Riding Hood got² ready³ at once³ and put³ on her little red coat and hood.

"Good-by, mother," she said; and she was very happy as she ran² to the wood.

The grandmother's house⁵ was far³ away near¹ the other side¹ of the wood.

¹ Develop by sound — cake, near, side.

² Develop by family.

³ Develop by content, or from the board as a "sight word."

⁴ **Butter.** The teacher writes *But* on the board and asks for its name. She writes *but* and tells the class it is the same word with a little letter first. The teacher writes *er* on the board and asks each child to give its sound. She writes *butter*, underscoring *but* and *er*; as, *butter*. (Do not mention the double consonant.)

⁵ **House.** The teacher writes *out* on the board and asks for its name. She asks the class for the first sound when she says *out*. The teacher should then write *ou*. She allows some child to sound *out*, a word he knows, in order to show how the *ou* sounds. Print *ou* on a card and place it conspicuously in the room with the word from which it was developed, placed above it. (See page 27.) The teacher now writes *house*, underscoring *ou* and striking out the final *e*. She has the new word sounded, etc.

* Any review word that has been forgotten and is a phonetic word should be developed again for the practice rather than taught as a "sight word." (See note, page 52.)

Little Red Riding Hood was not afraid¹ to go there alone.¹

In the wood, she saw some woodmen² ready to chop³ down⁴ trees, and she saw beautiful flowers⁵ not far away.

She ran on, for her mother had said she must not stop⁶ to pick flowers.

¹ Develop by sound — a fraid, alone.

² **Woodmen.** The teacher develops as shown before by means of the *ood* and *en* families, because a word from each family is to be selected.

³ Develop by content, or from the board as a "sight word."

⁴ **Down.** The teacher writes *how* on the board and asks a volunteer for its last sound (or family name), which she writes by itself, not reviewing the family. The teacher then writes *down*, underscoring *ow*, and assists several children in sounding the word.

⁵ **Flowers.** The teacher writes *how* on the board, asking for its last sound, which she underscores and writes by itself. The teacher points to the card which shows *er*, asking for its name and writing it on the board. She then writes *flower*, underscoring the elements *ow* and *er*. Ex.: flower. After the word has been sounded, she writes the plural, *flowers*, underscoring the letter *s* and telling the class that it now means more than one flower, because it has the letter *s* (making the sound) at the end of the word. The teacher allows the children to find the new word in the books; to cover the last letter *s* with their fingers, so the word looks like one flower. All plural nouns should be handled in this manner.

⁶ **Stop.** The teacher should give the *op* family by means of *chop*, because she has need of a word in that family. The class had *chop* in the preceding sentence. (This also introduces a new

All at once she heard a noise.¹ Then a great² wolf³ ran out to meet² her.

Little Red Riding Hood had never³ seen² a wild² wolf; so she was not afraid² of him.³

"Where³ are you³ going⁴?" said the wolf.

family for daily drill.) The teacher marks the word to be singled out. The children sound.

¹ **Noise.** The teacher writes *oi* on the board, telling the class the sound these two letters make when written together. (Preserve it for daily use by printing it on a card.) The teacher writes *noise*, underscoring *oi* and striking out the final *e*. The children sound.

² Develop by sound — great, meet, a afraid.

³ Develop by content, or from board as "sight word." (Sometimes "sight words" may be introduced by language work.)

⁴ **Going.** The teacher writes *go* on the board. The children already know *go*, but it is wise to have it sounded for the practice, or for the benefit of any child who has been absent. The teacher should allow such a child to sound the word. The teacher writes *ring* on the board, and asks for the family name. After having the sound given by several children for the sake of drill, the teacher tells the class *ing* is added to many words they know, building "little words" into "big words." The teacher then quietly writes *going* and covers and uncovers the *ing* a few times until some one sees the growth of the new word. The teacher should illustrate this principle on the board with words the class has already acquired, being careful, at present, not to select any that have the final *e*. Ex.:—

pick — picking	go — going	eat — eating
wish — wishing	call — calling	break — breaking
fill — filling	see — seeing	ring — ringing, etc.

"I am going to see my grandmother," said Little Red Riding Hood.

"Where does ¹ she live?" said the wolf.

"In the white ² house ² near ² the other side ² of the wood."

The wolf was just ready to eat ² her up, ¹ but he was afraid ² the woodmen might ³ kill ³ him.

So he said, "I will go and see her, too."

"I will go this ¹ way," said Little Red Riding Hood.

"I will go that way," said the wolf.

He took the short ⁴ way and ran as ¹ fast ⁵ as he could. ⁶

¹ Develop by content, or from the board as "sight word."

² Develop by sound — white, house, near, side, eat, a fraid.

³ Develop by family from known word.

⁴ **Short.** The teacher writes *she* on the board and asks for the first sound. (Preserve *sh* on a card.) The teacher writes *for* on the board and asks for the last sound, writing it by itself. She does not review this family at this time, as she needs only the last sound. She then writes *short*, underscoring *sh* and *or* and proceeds as stated before. Ex.: short.

⁵ **Fast.** The teacher writes *as* on the board. She writes *fast* on the board, underscoring *as*. Ex.: fast.

⁶ **Could.** The teacher reviews the *ould* family and marks *could* for the children to find in the books; or, it may be better to teach the three words of this family as "sight words" when they occur.

He soon¹ came to the grandmother's house. He knocked² at the door, — tap,² tap, tap.

"Who² is there²?" called the grandmother.

"It is I. It is Little Red Riding Hood," said the wolf. "I have brought² a cake and some butter from² mother."

The grandmother called out, "Turn³ the door knob² and come² in."

The wolf turned⁴ the door knob. The door

¹ **Soon.** The teacher develops *oo* by means of the word *too*. (See note, page 27.) The teacher prints *oo* on a card and asks each child in turn to give its sound. The teacher then writes *soon* on the board and assists in having the new word sounded, etc. She tells the children to cover the first and last sound in their books and see if they can find *oo*. The teacher should review *oo* daily after it has been presented, as she should the other elements that have been preserved on cards. These elements are continually appearing in different words throughout the reading books, and the children absorb them by having them constantly in sight.

² Develop by content, or from the board as "sight words."

³ **Turn.** The teacher reviews the cards that show *er*, *ir*, *ur*. She writes *ur* on the board and asks different children to give its sound. The teacher writes *turn*, underscoring *ur*, and proceeds as stated above. After the word has been sounded, she writes *Turn* with a "big letter" (capital) because it has a capital in the book, being the first word in the new sentence.

⁴ **Turned.** The teacher again writes *turn* and reviews it. She then writes *turned*, striking out the silent letter, and has the word sounded. She tells the class to cover the *ed* in the book and say

opened¹ and he went in. When the grandmother saw the wild wolf at the door, she ran out to call the woodmen. The wolf then shut² the door and jumped³ into bed.

By and by Little Red Riding Hood came to the house. She knocked at the door, — tap, tap, tap.

“Who is there?”

Little Red Riding Hood heard the great⁴ voice⁵ of the wolf, and she thought⁵ her grandmother must have a very bad² cold.¹

So she said, “It is I. It is Little Red Riding Hood.

“I have brought a cake and some butter from mother.”

Then the wolf called out, “Turn the door knob and come in.”

it without the ending; to uncover the ending and say the word with the ending. All similar words as opened, stopped, should be presented in the same manner.

¹ Develop by sound — open, great.

² Develop by family from known word.

³ Develop from content, or from the board as “sight word.”

⁴ **Voice.** The teacher reviews *oi* from the board and card. She writes *voice* on the board, underscoring *oi* and striking out the final *e*. She tells the children that the letter *c* (writing it) sometimes sounds like the letter *s*.

⁵ **Thought.** The teacher develops this word, by means of family drills, from *brought*.

Little Red Riding Hood turned the door knob and the door opened. She went in.

The wolf was under¹ the bed² clothes.³ He called out and said, "Shut the door and put the cake and the butter away."

As Little Red Riding Hood did so, the wolf looked⁴ out from under the bedclothes.

Then Little Red Riding Hood went near⁵ the bed. She thought her grandmother was there.

So she said, "Grandmother, what great⁶ arms³ you have!"

"The better⁵ to hug⁶ you, my dear,³ the better to hug you."

"Grandmother, what great ears³ you have!"

"The better to hear you, my dear, the better to hear you."

¹ **Under.** The teacher writes *sun* (given in "The Pine Tree") on the board and asks for its last sound. She does not review the family at this time, for she needs the last sound only. The teacher reviews *er* from both card and board. She then writes *under*, underscoring *un* and *er*. She has the new word sounded, etc.

² Develop by family from known word.

³ Develop by sound — clothes, great, arm, dear, ear.

⁴ **Looked.** The teacher reviews the *ook* family and marks the word to be singled out. She writes *look*. She writes *looked*, etc.

⁵ **Better.** The teacher reviews the *et* family. She marks *bet*. She writes *better*.

⁶ Develop by content, or from the board as a "sight word."

“Grandmother, what great eyes¹ you have!”

“The better to see you, my dear, the better to see you.”

“Grandmother, what great teeth² you have!”

“The better to eat² you up!”

The old² wolf jumped out of bed, and Little Red Riding Hood began³ to scream.²

Just then the door opened, and in came the woodmen and the grandmother. They were just in time² to save² Little Red Riding Hood from the old wolf.

¹ Develop by content, or from the board as a “sight word.”

² Develop by sound — teeth, eat, scream, time, save.

³ **Began.** The teacher writes *be* on the board and asks for its name, or has it sounded. She writes *an* on the board and calls for its name. The teacher then writes *began*, underscoring *be* and *an*. In sounding, show *be* beneath the card, then *g*, and then *an*.

SIGHT WORDS ¹

there	ready	him	knob
who	once	where	come
lived	put	as	heard
red	off	up	voice ²
Red Riding Hood	far	knock	from
some	chop	tap	hug
has	noise ²	brought	eyes
been			

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

red	far	there ³	<u>ch</u> op
bed	bar	where	stop
fed	car		cop
led	jar		drop
sped	scar		hop
sled	star		top
<u>sh</u> ed	tar		pop
wed			

¹Sight words are usually acquired by content and visualized. They are not to be taught as family words unless an "important family" is to be introduced, that is, given for the first time.

²Teach the sound *oi* and keep it in a conspicuous place. See note, page 27.

³Families containing but two words in the group may be taught to advantage as "sight words," and not drilled as families.

him	live ¹	knock	tap	brought	knob
brim	give	cock	cap	bought	cob
dim		clock	clap	fought	job
rim		dock	flap	sought	rob
trim		flock	lap	<u>th</u> ought	sob
swim		lock	map	ought	<u>th</u> rob
		mock	nap		
		rock	rap		
		sock	sap		
		stock	strap		
		<u>sh</u> ock	trap		

up	hug
cup	bug
pup	dug
sup	jug
	mug
	pug
	rug
	snug
	tug

¹ Families containing but two words in the group may be taught to advantage as "sight words," and not drilled as families.

SIMPLE FAMILIES

(See pages 20, 21.)

girl ¹	house	side	down	meet	wild
twirl	blouse	glide	clown	beet	<u>child</u>
whirl	mouse	hide	gown	feet	mild
		pride	town	greet	
		ride	brown	<u>sheet</u>	
		bride	crown	street	
		wide	drown	sweet	
		slide	frown	tweet	

<u>white</u>	<u>short</u>	<u>fast</u>	soon	turn
bite	fort	cast	moon	burn
kite	port	last	noon	<u>churn</u>
write	sort	mast	spoon	
	snort	past	swoon	

<u>jump</u>	<u>went</u>	<u>arm</u> ²	scream	time
bump	bent	<u>charm</u>	cream	<u>chime</u>
dump	cent	farm	beam	dime
lump	dent	harm	dream	lime
stump	lent		seam	
	sent		steam	
	spent		stream	
	tent		team	

¹ See notes for ir, er, ur, page 27.² ar is an important element and makes easy such families as: arm, ark, ard, art, arl, arge, arch. See note, page 27.

THE THREE BEARS

The story "The Three Bears" should not be told to the class. Let the children who have not heard it, read for the pleasure there is in reading and for the joy of discovery.

I

Once upon a time¹ three¹ bears² lived in a little brown³ house in the wood.

One was a great¹ big² bear, one was a middle¹-sized bear, and one was a little wee¹ bear.

Each¹ bear had a pot⁴ for porridge.² There was a great big pot for the great big bear, a middle-sized pot for the middle-sized bear, and a little wee pot for the little wee bear.

Each bear had a chair¹ to sit⁴ in. There was a great big chair for the great big bear, a middle-sized chair for the middle-sized bear, and a little wee chair for the little wee bear.

Each bear had a bed⁴ to sleep¹ in. The great big bear had a great big bed, the middle-sized bear had a middle-sized bed, and the little wee bear had a little wee bed.

¹ Develop by sound — time, middle, each, chair.

² Develop by content, or from the board as "sight word."

³ **Brown.** This word may be developed by family from *down* or by sounding upon the known element *ow*.

⁴ Develop by family from known word.

One morning ¹ they made some porridge for breakfast,² and it was so hot ³ they could not eat it. So they put it into the porridge pots and set ³ it on the table ⁴ to cool.⁴ Then all the bears went for a walk⁵ in the wood.

They had not gone ⁵ far when a little girl named Goldenlocks ⁶ came to the house. She stopped to peep ⁴ in at the window.⁴

¹ **Morning.** The teacher writes *for* on the board and asks a volunteer for the last sound. She writes it by itself. The teacher then writes *morn*, underscoring *or*, and has the new word sounded. (This word may be sounded by separate letters.) The teacher writes *morning*, underscoring *orn* and *ing*. The children sound; individually the children find, etc.

² **Breakfast.** The teacher separates the two words, and after they have been given, she writes them together. Should there be any difficulty in recalling them, develop them separately as they were developed in "The Little Pine Tree" and "Little Red Riding Hood." (See pages 53, 65.)

³ Develop by family from known word.

⁴ Develop by sound — table, cool, window.

⁵ Develop by content, or from the board.

⁶ **Goldenlocks.** The teacher writes *gold* on the board. The class knows the word. She then writes *golden*, striking out the silent letter *e*, and has the word sounded. The teacher writes *knock* on the board, striking out the silent letter *k*, and has the word sounded. She develops *lock* by family, and marks the word. The teacher now writes on the board *Goldenlock*; she writes *Goldenlocks*.

She saw no one in the house; so she went round¹ to the door and knocked.

No one came to the door.

She knocked again.

No one came to the door. She turned the knob and the door opened.

She walked in and saw the three porridge pots on the table.

She tasted² the porridge of the great big bear, and it was too hot for her. She tasted the porridge of the middle-sized bear, and it was too cold² for her. And then she tasted the porridge of the little wee bear, and it was just right³; so she ate it all up.

Then little Goldenlocks sat³ down² in the great big chair, and that was too hard⁴ for her. She sat down

¹ **Round.** The teacher reviews *ou* from card and board. She writes *round*, underscoring *ou*. She has the word sounded. (This introduces a new family for drill. However, families made up of well-known phonograms may be sounded at sight and are not "important"; the practice for sounding at sight is more essential. Such families may be simply read from the lists in the back of the book.)

² Develop by sound — taste, down.

³ Develop by family from known word.

⁴ **Hard.** The teacher writes *far* on the board and asks for the last sound, which she writes by itself. She then writes *hard*, underscoring *ar*, and has the new word sounded, etc.

in the middle-sized chair, and that was too soft ¹ for her. She sat down in the little wee chair, and that was just right. There she sat and sat and sat. Then the chair broke, and down she fell upon the floor.²

She got ³ up and went into the bedroom.² There she saw the three beds. She lay ³ down upon the great big bed, and it was too high² for her. She lay down upon the middle-sized bed, and that was too high for her. And then she lay down upon the little wee bed, and that was just right. She felt² tired² and lay there till³ she went to sleep.

II

By this time², the three bears had come home.² They were very hungry ¹ after ¹ their ¹ walk, and so they made haste² to get ³ their porridge.

"Somebody ¹ has been at my porridge!" cried² the great big bear in a great big voice.

"Somebody has been at my porridge!" cried the middle-sized bear in a middle-sized voice.

"Somebody has been at my porridge, and has eaten² it all up!" cried the little wee bear in a little wee voice.

¹ Develop by content, or from the board.

² Develop by sound — floor, room, high, felt, tire, cried, eaten.

³ Develop by family from known word.

The three bears began to look about ¹ the house. Little Goldenlocks was sound ² asleep ² all the time.

"Somebody has been in my chair!" cried the great big bear in a great big voice.

"Somebody has been in my chair!" cried the middle-sized bear in a middle-sized voice.

"Somebody has been in my chair, and broken ² it all down!" cried the little wee bear in a little wee voice.

Still ³ little Goldenlocks was fast ² asleep.

At last ² the three bears walked into the bedroom, and the great big bear cried out, "Somebody has been in my bed!"

Then the middle-sized bear cried out, "Somebody has been in my bed!"

And then the little wee bear cried out, "Somebody has been in my bed — and here ² she is!"

Goldenlocks had heard in her sleep the great voice of the great big bear and the middle-sized voice of the middle-sized bear. Then she heard the little wee voice of the little wee bear. It woke ² her at

¹ **About.** The teacher reviews *ou* from the card and the board. She reviews *out* by underscoring *ou* and having the word sounded. The teacher then writes *bout*, underscoring *out*. She writes *about*, underscoring *a* and *out*.

² Develop by sound — sound, a sleep, broke, fast, woke.

³ Develop by family from known word.

once. She saw the bears by the side of the bed, and was so frightened ¹ that she jumped right out of the window.

She ran as fast as her legs ² could go, and the three bears never saw her again.

¹ **Frightened.** The teacher reviews the *ight* family. She marks the necessary word. The teacher writes *frighten*, striking out silent *e*. The teacher now writes *frightened*, striking out the other silent *e*; as, *frightened*.

² Develop by content, or from the board.

SIGHT WORDS

(See note, page 70.)

big	they	walk	after	
bears	porridge	hungry	their	legs

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

big	walk	leg
dig	talk	beg
fig	<u>chalk</u>	keg
jig	stalk	peg
pig		egg
twig		
wig		

SIMPLE FAMILIES

(See pages 20, 21.)

<u>ea</u> ch	<u>ch</u> air	sleep	<u>co</u> ol	<u>rou</u> nd	<u>ta</u> ste
be <u>a</u> ch	f <u>ai</u> r	dee <u>p</u>	fo <u>o</u> l	bo <u>u</u> nd	ba <u>s</u> te
pe <u>a</u> ch	h <u>ai</u> r	kee <u>p</u>	po <u>o</u> l	fo <u>u</u> nd	ha <u>s</u> te
re <u>a</u> ch	pa <u>i</u> r	pee <u>p</u>	sp <u>oo</u> l	gr <u>ou</u> nd	pa <u>s</u> te
tea <u>ch</u>	sta <u>i</u> r	wee <u>p</u>	sto <u>o</u> l	hou <u>nd</u>	wa <u>s</u> te
		ste <u>e</u> p	<u>sch</u> ool	po <u>u</u> nd	
		swee <u>p</u>	to <u>o</u> l	so <u>u</u> nd	
		<u>sh</u> ee <u>p</u>			

<u>ha</u> rd	<u>roo</u> m	<u>hi</u> gh	<u>fe</u> lt
ca <u>r</u> d	broo <u>m</u>	nigh	bel <u>t</u>
la <u>r</u> d	gloo <u>m</u>	sigh	mel <u>t</u>
	groom	thigh	pelt
	loom		smelt

THE THREE LITTLE PIGS

(All new words in the following stories should be developed by preceding methods. All review phonetic words, if forgotten, must be developed as before for the practice and not taught as "sight words.")

Long, long ago, an old mother pig lived in a barn-¹ yard ¹ with her three little pigs.

One day the mother was away. The three little pigs thought they would like to go to the end ¹ of the world.² So they went out to seek their fortunes.²

The first ¹ went north.¹ He met ³ a man with a bunch ¹ of straw,³ and said to him, "Please,¹ man, give² me that straw to build ¹ me a house."

The man gave him the straw and the little pig made a house with the straw and some mud.²

Soon¹ the wolf came along. He knocked at the door of the straw house, and said, "Little pig, little pig, let me come in." And the little pig said, "No, no, I'll not let you come in." The wolf said, "Then I'll huff² and I'll puff,³ till I blow¹ your¹ house in."

¹ By sound — barn, yard, end, first, north, bunch, please, build, blow, your.

² By content, or by board.

³ By family.

So he huffed and he puffed, and he blew the house in, and ate up the little pig.

The second ¹ little pig went south.² He had not gone far when he met a man with a bundle ² of sticks,³ and said to him, "Please, man, give me those ² sticks to build me a house."

The man gave him the sticks, and the little pig made a house with the sticks and some mud.

Soon the wolf came along and said, "Little pig, little pig, let me come in."

"No, no, I'll not let you come in."

"Then I'll puff and I'll huff, till I blow your house in."

So he puffed and he huffed, and he huffed and he puffed, and blew the house in and ate up the little pig.

The third ² little pig went west.³ He met a man with a load ² of bricks,³ and said, "Please, man, give me those bricks to build me a house."

The man gave him the bricks, and the little pig made a house with them.

Soon the wolf came again, and said, "Little pig, little pig, let me come in."

"No, no, I'll not let you come in," said the little pig.

"Then I'll huff and I'll puff, till I blow your house in."

¹ By content or by board. ² By sound — south, bundle, those, third, load. ³ By family from known word.

Well,¹ he huffed and he puffed, and he puffed and he huffed, and he huffed and he puffed. But he found² that with all his huffing and puffing he could not blow the house in. So he sat down by the side of the pig's house and thought¹ and thought and thought.

At last he said, " Little pig, I know² where there³ is a field² of nice² turnips.² "

" Where? " said the little pig.

" Oh, down by Mr. Smith's³ barn. If you will be ready to-morrow³ morning at six³ o'clock,¹ I shall call for you, and we can get some of the turnips for dinner.² "

" Very well, I shall be ready. "

The wise² little pig got up at five² o'clock in the morning, and went after the turnips.

When the wolf came at six, he said, " Little pig, are you ready? "

And the little pig said, " Ready! why, I have been to the field and am back again, and I have a pot full³ of turnips for dinner. "

The wolf felt² very angry³ at this. He thought that he would get even² with this wise little pig.

¹ By family.

² By sound — found, know, field, nice, turnip, dinner, wise, five, felt, even.

³ By content, or by board.

So he said, "Little pig, I know¹ where there is a nice apple¹ tree."

"Where?" said the little pig.

"Down the lane¹ near Mr. Smith's farm,¹" said the wolf, "and if you will go with me, I shall come for you."

"What time do you wish to go?" said the little pig.

"Oh, at five o'clock in the morning."

Well, the little pig got up early² the next² morning, and marched¹ off at four¹ o'clock. He hoped¹ to get back before¹ the wolf came; but he had farther¹ to go and had much trouble to climb¹ the tree.

Just as he was getting down from the tree, he saw the wolf at the end of the garden.¹ He was very much² afraid. When the wolf came up, he said, "Little pig, are you here before me?"

"Yes," said the little pig.

"And are they good apples?"

"Yes, very," said the little pig. "I'll throw¹ you one."

He threw³ it very far, and the wolf went to pick it up. Then the little pig jumped down from the tree and ran home.

¹ By sound — know, apple, farm, march, four, hope, before, farther, climb, garden, throw.

² By content, or by board.

³ By family.

The next day the wolf came again, and said to the little pig, "Little pig, there is to be a fair¹ in town¹ to-day. Will you go?"

"Oh, yes," said the little pig, "I will go. What time¹ will you be ready?"

"At three o'clock," said the wolf.

The little pig marched¹ off before the time and bought² a churn¹ at the fair.

As he was going home, he saw the wolf coming. He was so frightened¹ that he did not know what to do.

He took off the lid³ and crept³ into the churn to hide.¹ Then he put the lid on again and held it very tight.² The churn turned over¹ and over and over, and rolled¹ down the hill with the pig in it.

This frightened the wolf so much that he ran all the way home without going to the fair.

He went to the little pig's house and told him how frightened he had been by a great round thing rolling¹ down the hill.

"Ho, ho!" said the pig. "Did I frighten¹ you? I had been to the fair and bought a churn. When I saw you, I got into it, and rolled down the hill."

¹ By sound — fair, town, churn, hide, over, roll.

² By family.

³ By content, or board.

Then the wolf was in a 'great rage.¹ He snarled ¹ at the little pig, and said, " I'll eat you up. I'll eat you up. I'll climb down the chimney ¹ after you."

When the wise little pig saw what the wolf was about, he hung ² a pot full of water over a blazing ¹ fire.¹ Then, just as the wolf was climbing down the chimney, the pig took off the lid. In fell the wolf, and that was the end of him.

¹ By sound — rage, snarl, chimney, blaze, fire.

² By content.

SIGHT WORDS

(See note, page 70.)

world	second	six	angry	much
fortunes	gone	if	even	next
mud	Mr. Smith	shall	early	yes
huff		back		crept
		full		hung

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

mud	huff	six	back	crept	hung
bud	buff	fix	pack	kept	lung
stud	cuff	mix	tack	slept	sung
	puff		black	wept	flung
	muff		crack		strung
	stuff		track		swung

SIMPLE FAMILIES

(See pages 20, 21.)

b <u>ar</u> n	e <u>nd</u>	s <u>ee</u> k	n <u>or</u> th	b <u>un</u> ch	bl <u>ow</u>	s <u>ou</u> th	th <u>os</u> e
d <u>ar</u> n	b <u>e</u> nd	ch <u>ee</u> k	for <u>th</u>	cr <u>un</u> ch	gr <u>ow</u>	mo <u>u</u> th	ch <u>os</u> e
	l <u>e</u> nd	cr <u>ee</u> k		h <u>un</u> ch	kn <u>ow</u>		cl <u>os</u> e
	m <u>e</u> nd	m <u>ee</u> k		l <u>un</u> ch	l <u>ow</u>		h <u>os</u> e
	s <u>e</u> nd	w <u>ee</u> k		m <u>un</u> ch	r <u>ow</u>		n <u>os</u> e
	s <u>p</u> end			p <u>un</u> ch	sh <u>ow</u>		r <u>os</u> e

snow

throwthirdloadfieldnicefivebirdroadshieldmicedrivetoadwieldpricehivericeliveslicestrivetwicelanemarchhopeoverrageblazecaneparchpopeclovercagecrazemanestarchroperoverpagedazepanearchslopewagehazeagegraze

PIGGY

Where are you going to, you little pig?

"I'm leaving my mother, I've grown¹ so big!"

So big, young² pig!

So young, so big!

What, leaving your mother, you foolish¹ pig!

Where are you going to, you little pig?

"I've got a new spade,¹ and I'm going to dig!²"

To dig, little pig!

A little pig dig!

Well, I never saw a pig with a spade that could dig!

Where are you going to, you little pig?

"I'm going to the store¹ to buy¹ a nice fig!³"

A fig, little pig!

What, a pig eat a fig!

Well, I never yet² saw a pig eat a fig!

Where are you going to, you little pig?

"I'm going to a ball to dance¹ a fine jig!³"

A jig, little pig!

A pig dance a jig!

I never before¹ saw a pig dance a jig!

¹ By sound — grown, foolish, buy, dance, before.

² By content, or by the board.

³ By family.

Where are you going to, you little pig?

"I'm going to the fair¹ to run a fine rig!²"

A rig, little pig!

A pig run a rig!

Well, I never before¹ saw a pig run a rig!

Where are you going to, you little pig?

"I'm going to the barber's¹ to buy me a wig!"

A wig, little pig!

A pig in a wig!

Why, who ever before saw a pig in a wig?

¹ By sound — fair, before, barber.

² By family.

SIMPLE FAMILIES

dance

chance

glance

lance

prance

trance

JOHNNY AND THE GOLDEN GOOSE

PART I

A poor man once had three boys¹: a big boy, a middle-sized boy, and a little boy.

Johnny, the little boy, was called the simpleton² of the house. He did not get as many¹ good things as the other boys.

One day the big boy was sent² into the forest² to chop wood. When he started,² his mother gave him a big piece² of cake and a bottle² of sweet² milk.²

“Good-by, my dear. Take good care of yourself,²” she said.

Just as he reached² the forest he met a little old man.

The little man said, “Good morning, my son.¹ Will you give me a piece of your cake and a taste of your sweet milk?”

But the greedy² boy said, “The more² I give you, the less¹ I shall have for myself.²”

He left¹ the little man standing² in the road² and went on his way. He soon came to a fine oak² tree and began² to chop it down. At the first² stroke²

¹ By content, or board.

² By sound — simple, sent, forest, start, piece, bottle, milk, your self, reach, stand, road, oak, began, first.

of the ax ¹ it slipped ¹ and cut ² his arm. So he ran home to have his mother dress ² the wound.

The next day, the middle-sized boy was sent to the forest to chop wood. When he started, his mother gave him a big piece of cake and a bottle of sweet milk.

"Good-by, my dear! Take good care of yourself," she said.

Just as he reached the forest, he met a little old man.

The man said to him, "Good morning, my son. Will you give me a piece of your cake and a taste of your sweet milk?"

But the greedy boy said, "The more I give you, the less I shall have for myself."

Then he left the little man standing in the middle of the road, and went on his way into the forest.

He soon came to a tall oak tree and began to chop it down.

At the first stroke of the ax it slipped and cut his leg. So he ran home as fast as he could to have his mother dress the wound.

When Johnny, the simpleton, saw all this, he said, "Mother, let me go to the forest. Father,¹ let me try.² I will bring² home some wood."

¹ By content, or by the board.

² By family.

"Nonsense,¹" said the father. "The other boys got into trouble, and I am afraid to trust² you. How could a little boy like you chop down a tree?"

But Johnny wished to go. So at last the father said, "Very well, you may go and try what you can do."

There was no big piece of cake nor bottle of sweet milk for Johnny. His mother gave him a little piece of bread³ and a bottle of sour¹ milk, and he started on his way.

Just as he reached the forest, the little man appeared.¹

"Good morning, Johnny! Will you give me a piece of your cake and a taste of your sweet milk?"

"It is only bread, and the milk is sour," said Johnny; "but you may have as much as you wish."

The old man and the little boy sat down to eat. Johnny looked at his dinner. It had changed¹ to a beautiful cake and a bottle of good sweet milk.

They ate as much as they wished, and then the little man said:—

"Johnny, you have a kind heart.¹ You have been

¹ By sound — nonsense, sour, appear, change, heart.

² By family.

³ By content.

very good to me, and I am going to tell you a secret.¹ There stands a little pine tree in the forest. Chop it down. In the middle of the stump,² you will find¹ something."

Then the little man disappeared.¹

Johnny found the pine tree and at once began to chop it down. He chopped and chopped and chopped. At last the little tree fell. Johnny looked. Sitting in the middle of the stump² was a goose with golden feathers.³

Johnny took the goose under his arm and stroked¹ its golden feathers. He ran all the way home to show¹ his father and mother what he had found in the stump of the little pine tree.

When Johnny reached¹ home, he put the goose on the table. Then he stroked the golden feathers, and the goose laid¹ a golden egg.

Each time that he stroked the golden feathers, the goose laid a golden egg. Johnny and his father soon had as many golden eggs as they wished.

¹ By sound — secret, disappear, stroke, show, reach, laid.

² By family.

³ By content, or board.

SIGHT WORDS

Johnny	left	bread
boy	ax	feather
simpleton	slip	father
less	nonsense	many

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

boy	less	ax	slip	bread
joy	bless	flax	dip	dead
toy	dress	tax	hip	head
	guess	wax	lip	lead
	mess		rip	read
	press		tip	tread
			<u>chip</u>	spread
			drip	
			grip	
			trip	
			<u>ship</u>	

SIMPLE FAMILIES

(See pages 20, 21.)

<u>start</u>	sweet	<u>milk</u>	more	<u>sour</u>
cart	beet .	silk .	core	flour
dart	feet		pore	hour
<u>chart</u>	greet		tore	scour
part	<u>sheet</u>		snore	our
tart	sleet		<u>shore</u>	
smart	tweet		store	
<u>change</u>	find	<u>goose</u>	laid	
range	bind	loose	braid	
strange	mind		maid	
	grind		paid	
	rind			

PART II

One day, Johnny, the simpleton, went out walking with his golden goose under¹ his arm.

No one knew that Johnny, the simpleton, had found¹ a golden goose.

No one knew that Johnny, the simpleton, was now a rich² boy.

So Johnny took his golden goose under his arm and walked down the road to show it to the people¹ of the town.¹

¹ By sound — under, people, town.

² By content, or by the board.

He had not gone far when he met a little girl. The girl said to herself, "There goes Johnny with a goose under his arm. What a very strange looking goose it is! I wonder¹ if the feathers are real² gold. I should like to pull¹ one out for myself."

Johnny walked on and the girl ran up behind² him. She stretched² out her hand to pull out a feather.

She grasped² the wing of the goose, and found that she could not let go.

By and by a second girl came running down the road. She wished to pull out a golden feather from the goose.

She stretched out her hand and grasped the first girl. Then she found that she could not let go.

Soon a third girl came running down the road. She wished to pull out a golden feather from the goose.

"Go away; go away!" screamed² the first two girls.

The third girl did not hear their cries.² She stretched out her hand and grasped the second girl. Then she found that she could not let go.

The three girls pulled and pulled, but it was of no use² — they could not get away.

Johnny went on his way and did not trouble himself about the girls hanging¹ on behind.

¹ By content, or board.

² By sound — real, behind, stretch, grasp, scream, cries, use.

By and by they met a parson.¹ He saw the three girls running after a boy and wished to help them.

He stretched out his hand to drag² the third girl away. When he grasped her hand, he found that he could not let go. He stuck³ fast, and could not get away.

On and on they all went running after Johnny.

By and by they met the mayor¹ of the town.

"Stop, parson, stop!" he cried. "You will be late¹ to church.¹"

He pulled and pulled at the parson's coat tail,¹ and he, too, stuck fast. He found that he could not let go.

Now there were five of them running down the road after Johnny.

They passed² house after house, and all the fine people of the town ran to the windows¹ to look at them.

They had gone a mile. Then they saw a clown standing by the road.

"There must be a circus¹ in town," said the clown.

"I will go, too, and do some of my funny² tricks.²"

He grasped the mayor by the hand and stuck fast. He found that he could not let go.

They had gone another mile when they met two men digging² in the road.

¹ By sound — parson, church, tail, window, circus.

² By family.

³ By content, or board.

"Oh, please set us free¹; please set us free!" called out the parson.

The men threw down their spades¹ at once, and came to help them, but they, too, stuck fast. So Johnny had a fine string² of eight³ people¹ hanging on behind.

All the people of the town had their heads³ stretched out of their windows; but Johnny walked on and did not trouble himself about the funny looking string of people hanging on behind.

On and on they ran, till they came to the country¹ of a great king.²

This king had a beautiful daughter¹ who was very sad. No one could make her laugh.

The king had said that the man who made her laugh might marry³ her.

Johnny heard what the king had said, and he at once made his way to the princess.¹

The princess saw the golden goose and the funny looking people hanging on behind, and she burst¹ into a fit² of laughter.³

She laughed and laughed, and the king was afraid she might never stop laughing.

As soon as the princess began to laugh, the goose began to cackle.¹ When the goose began to cackle,

¹ By sound — country, daughter, princess, burst, cackle.

² By family.

³ By content, or board.

the three girls, the parson, the mayor, the clown, and the two men let go their hands again.

Johnny stroked the golden feathers of the goose, and gave the king, the three girls, the parson, the mayor, the clown, and the two men each a golden egg, for they had all helped to make the princess laugh.

Then Johnny took his golden goose under his arm and walked back home.

SIGHT WORDS

rich
wonder

hang
stuck

eight
laugh

marry
princess

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

hang

stuck

bang

duck

gang

luck

rang

suck

sang

tuck

sprang

cluck

truck

struck

SIMPLE FAMILIES

(See pages 20, 21.)

real	stret <u>ch</u>	gr <u>asp</u>	ta <u>il</u>	mi <u>le</u>
deal	fetch	gas <u>p</u>	fa <u>il</u>	fi <u>le</u>
heal	wret <u>ch</u>	cl <u>asp</u>	ha <u>il</u>	pi <u>le</u>
meal			ma <u>il</u>	sti <u>le</u>
peal			pa <u>il</u>	whi <u>le</u>
seal			ra <u>il</u>	
steal			sa <u>il</u>	
squeal			tra <u>il</u>	

PART III

Johnny wished to marry the princess at once. He went to the king's palace ¹ and said, "I have come to marry the princess."

The king would not give his daughter to a simpleton.

"I do not wish to let a simpleton marry the princess," said the king. "But you may have her, if you will first bring me a man who can drink ¹ up a whole ² well ³ of water ¹ in a day."

Johnny thought of the little old man in the forest, and ran to find him.

He soon came to the stump of the pine tree he had chopped down, and there he saw a strange ² man with a very sad face sitting beside ² it.

¹ By content, or board.

² By sound — whole.

³ By family.

"Good morning, sir,¹ what ails¹ you?" asked¹ Johnny.

The man said, "I shall die of thirst!¹ I shall die of thirst! I have already had a barrel² of water, and it was no more to me than a drop³ on a hot stone.¹ I could drink a whole well of water in a day."

How pleased Johnny was to hear these words!²

"You are the man for me!" said Johnny.

He led³ the man to the king's garden and showed him the well. The man drank² and drank, and at the end of the day not a drop of water was left.

A second time Johnny went to the king, and said, "I have come to marry the princess."

The king would not give his daughter to a simpleton.

"I do not wish to let a simpleton marry the princess," said the king. "But you may have her, if you will first bring me a man who can eat, in one day, a loaf¹ of bread as big as a house."

Johnny ran into the forest again.

He soon came to the stump of the pine tree he had chopped down, and there he saw a strange man with a very sad face sitting beside it.

¹ By sound — sir, ail, ask, thirst, loaf.

² By content, or by board.

³ By family.

"Good morning, sir, what ails you?" asked Johnny.

"I shall die of hunger! I shall die of hunger! I have already eaten a great big loaf of bread, and it was no more to me than a mouthful.¹ I could eat a house full of bread in one day."

How pleased Johnny was to hear these words!

"You are the very man for me," said Johnny.

He led the man to the king's garden. There all the bread in the country had been mixed² into a loaf as big as a house. The man ate, and ate, and ate, till, at the end of the day, not a mouthful of bread was left.

A third time Johnny went to the king, and said, "I have come to marry the princess."

But the king did not wish to give her to him.

"Bring³ me a ship³ that can fly³ in the air¹ and sail¹ on the sea,¹" he said, "and then you may marry the princess."

Once more Johnny ran to the forest. This time he met the little old man who had told him about the golden goose.

"Good morning, my son," said the little old man. "So you have come to see me again. I drank the water for you and ate the bread for you. You have

¹ By sound — mouth, air, sail, sea.

² By content, or by board.

³ By family.

a good, kind heart. You have been so good to me that I am going to give you a beautiful little ship. It can fly in the air and sail on the sea."

Johnny took the beautiful ship to the king, and the king thought he was a very wise boy. So Johnny and the princess were married that very day.

Then the golden goose flew back to the forest. It flew to the nest it had left in the stump of the little pine tree. And there you may find it if you will first find the stump.

SIGHT WORDS

palace	water	barrel	words
drink	sir	drank	married

IMPORTANT FAMILIES

(See pages 16, 17, 18, 19.)

drink	<u>sir</u>	drank
pink	fir	bank
sink	stir	crank
wink	whir	sank
think		thank

SIMPLE FAMILIES

(See pages 20, 21.)

whole	face	die	stone
hole	lace	lie	bone
pole	race	pie	tone
stole	brace	tie	a lone
	grace		

WHAT DOES LITTLE BIRDIE SAY?

What does little birdie ¹ say,²
In her nest at peep of day?
Let me fly,² says little birdie,
Mother, let me fly away.

Birdie, rest ² a little longer,
Till the little wings ² are stronger.²
So she rests a little longer,
Then she flies ¹ away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
Let me rise ¹ and fly away.

Baby, sleep a little longer,
Till the little limbs ¹ are stronger.
If she sleeps a little longer,
Baby too shall fly away.

¹ By sound — bird, flies, rise, limb.

² By family.

LITTLE RED RIDING HOOD

(ADVANCED)

A very long time ago there lived in the country a beautiful girl, but I cannot tell you her real name.

Her grandmother loved her so much that she made for her a bright red coat with a hood. Ever after she was called Little Red Riding Hood.

One day her mother said to her, "I have some butter and a cake for grandmother. Go, my dear, and see how she is, for she has been ill."

Little Red Riding Hood put on her red coat and hood, and made ready to start at once. "Good-by, mother," she said, and she was very happy.

Her grandmother's house was a long way off, on the other side of a dark forest.

As she was going through the forest, suddenly¹ there sprang before her a big wolf, with his great mouth² wide open. He wanted to eat her up, but dared³ not do so, for he heard a noise among the trees. He knew some woodmen were near by, and so he softly⁴ drew back and asked,⁵ "Where are you going, my dear little girl?"

NOTE. In the following lessons the footnotes will show only how words, whether new or review, should be sounded on the board by the child. All new words falling into the classes "sight words" or "family drills" will be left to the teacher.

¹ sudden.² mouth.³ dare.⁴ soft.⁵ ask.

Little Red Riding Hood was not afraid of him when he began to talk to her.

"I am going to see my grandmother and carry her some cake and butter," said she.

"And where does your grandmother live?" asked the wolf.

"In the white house by the mill, on the other side of the forest."

"I will go and see her, too," said the wolf. "Let us see who can get there first."

"I will go this way," said Little Red Riding Hood.

"I will go that way," said he.

The wolf started off another way. As soon as he was out of sight, he began to run as fast as he could. He soon came to the grandmother's house, and knocked at the door, — rap, rap, rap.

"Who is there?"

"It is I. It is Little Red Riding Hood," called the wolf, changing¹ his voice. "I have brought some butter and a cake from mother."

"Turn the door knob and push the door open and come in," called the grandmother.

The wolf turned the door knob and softly pushed the door open with his great paw. He peeped in. The grandmother saw him leap² into the room. She

¹ change.

² leap.

sprang out the back way, and ran to the forest to call the woodmen.

The wolf then shut the door. He put on the grandmother's nightgown. He pulled down the shades,¹ and jumped into bed.

By and by Little Red Riding Hood came to the house and knocked at the door, — rap, rap, rap.

“Who is there?”

Little Red Riding Hood heard the great voice, and at first she was afraid. Then she thought her grandmother had a very bad cold, and she said, “It is Little Red Riding Hood. I have brought some butter and a cake from mother.”

The wolf called out, “Turn the door knob, push the door open, and come in.”

Little Red Riding Hood turned the door knob. She pushed the door open and went in.

The wolf said, “Shut the door and put the cake and butter away and come here.”

Little Red Riding Hood put the cake and the butter on a dish and then sat down by the bed. She could not see very well, for the room was dark; but she thought a great change had come over the grandmother.

“Grandmother,” she said, “what great arms you have!”

¹ shade.

"The better to hug you, my dear."

"Grandmother, what great ears you have!"

"The better to hear you, my dear."

"Grandmother, what great eyes you have!"

"The better to see you, my dear."

"Grandmother, what great teeth you have!"

"The better to eat you up." And with that, the wicked old beast sprang out of bed.

Little Red Riding Hood was frightened. She did not know¹ what to do.

Just then the door opened. In came the woodmen and the grandmother. They had come just in time, and the woodmen soon put an end to the wicked old wolf. Little Red Riding Hood began to cry. "O grandmother," she said, "I am so glad you have come!"

¹ know.

SIGHT WORDS

love through want among push

IMPORTANT FAMILY

(See pages 16, 17, 18, 19.)

love
dove
glove
shove

SIMPLE FAMILIES

(See page 20.)

leap	beast
cheap	feast
heap	east

THE THREE LITTLE KITTENS

Three little kittens lost their mittens,
And they began to cry,
 O mother dear,
 We very much fear
That we have lost our mittens.

Lost your mittens! You naughty¹ kittens!
Then you shall have no pie,
 Mee-ow, mee-ow, mee-ow.
No, you shall have no pie,
 Mee-ow, mee-ow, mee-ow.

The three little kittens found their mittens,
And they began to cry,
 O mother dear,
 See here, see here,
See, we have found our mittens.

Put on your mittens, you silly kittens,
And you may have some pie,
 Purr-r, purr-r, purr-r,
O let us have the pie,
 Purr-r, purr-r, purr-r.

¹ naughty.

The three little kittens put on the mittens,
And soon ate up the pie ;
O mother dear,
We greatly ¹ fear
That we have soiled ² our mittens.

Soiled your mittens ! You naughty kittens !
Then they began to sigh,³
Mee-ow, mee-ow, mee-ow.
Then they began to sigh,
Mee-ow, mee-ow, mee-ow.

The little kittens washed their mittens,
And hung them out to dry ;
O mother dear,
Do not you hear
That we have washed our mittens ?

Washed your mittens ! O you good kittens !
But I smell a rat close ⁴ by ;
Hush ! hush ! mee-ow, mee-ow,
We smell a rat close by ;
Mee-ow, mee-ow, mee-ow.

¹ great.

³ sigh.

² soil.

⁴ close.

SIGHT WORDS

lost

wash

hush

IMPORTANT FAMILY

(See page 19.)

purr

burr

cur

SIMPLE FAMILY

(See page 20.)

soil

boil

spoil

oil

RHÆCUS

One day a youth¹ named Rhœcus was walking through a forest. As he walked along, he saw a tree just ready to fall. It was a fine oak tree with beautiful leaves.

Rhœcus felt sorry that so fine a tree should fall to the ground, so he put a log against its trunk with great care. As he turned to go, he heard a voice speak² his name, "Rhœcus!"

He looked, but could see nothing. It was as if the wind had stirred³ the leaves to murmur,⁴ "Rhœcus." And while he waited,⁵ again it murmured softer⁶ than a breeze, "Rhœcus!"

He turned again and looked about him. Then he started as if in a happy dream⁷; for there, beside the old oak tree, he saw a beautiful maiden.⁸

As he looked at her, she said, "Rhœcus, I am the fairy of this tree. I must live with it and die with it. You have made my life longer⁹ by bracing¹⁰ it up. Now ask¹¹ what you will and I shall grant¹² your wish."

Rhœcus was very happy when she said this; he wished to have the beautiful fairy for his friend.¹³

¹ <u>youth</u> .	⁴ <u>murmur</u> .	⁷ <u>dream</u> .	¹⁰ <u>brace</u> .	¹³ <u>friend</u> .
² <u>speak</u> .	⁵ <u>wait</u> .	⁸ <u>maiden</u> .	¹¹ <u>ask</u> .	
³ <u>stir</u> .	⁶ <u>softer</u> .	⁹ <u>longer</u> .	¹² <u>grant</u> .	

"Only be my friend," he said. "Give me gentle eyes like yours."

"I grant your wish, Rhœcus. Meet me here an hour before sunset."

Then she disappeared.¹ He could see nothing but the shadow² of the oak. Not a sound came to his ears but the low³ rustle⁴ of the leaves.

He went on his way through the forest. As he walked along, the sky seemed very blue and clear, and the sunshine glittered⁵ through the trees. He felt so happy that he thought he could almost fly.

He went on to the city. At the house of a friend, he met some boys at games. He joined⁶ in the games and soon forgot that the hours were flying. He forgot his promise.

After a while a yellow⁷ bee came buzzing and humming about his head. Rhœcus brushed it off, but the bee came back.

He beat it off again. Three times the bee came back. At last he wounded⁸ its wing, and then it flew away.

Rhœcus watched with angry eyes as the bee flew through the window.⁹ Then he saw that the sun was sinking in the west.

¹ disappear.

² shadow.

³ low.

⁴ rustle.

⁵ glitter.

⁶ join.

⁷ yellow.

⁸ wound.

⁹ window.

Suddenly,¹ it came to his mind that he was to meet the fairy before the sun went down. He sprang to his feet and rushed away without a word. Through the city and into the forest he ran till he was out of breath.

At last he reached the tree. He listened² and heard the fairy's low voice again. He heard it moan³ and sigh,⁴ "Rhœcus — Rhœcus!"

He looked around him. He could see nothing, for all the forest was dark.

"O Rhœcus," the voice sighed,⁴ "you shall never see me again. I sent a little bee to tell you to come, but you brushed him away with a wounded wing.

"We fairies show ourselves⁵ only to gentle eyes, and he who is unkind⁶ to the smallest⁷ living⁸ thing can never see us again. Good-by."

¹ sudden.

⁴ sigh.

⁷ smallest.

² listen.

⁵ ourselves.

⁸ live.

³ moan.

⁶ unkind.

SIGHT WORDS

Rhœcus	trunk	hum
sorry	city	brushed
log	promise	watched
against	buzz	breath

IMPORTANT FAMILIES

(See pages 18, 19.)

log	trunk	buzz	hum	brush
dog	<u>ch</u> unk	fuzz	<u>g</u> um	crush
fog	drunk	muzzle	grum ble	hush
frog	sunk	puzzle	tum ble	rush

SIMPLE FAMILIES

(See pages 20, 21.)

speak	breeze	life	<u>a</u> sk	gr <u>a</u> nt	jo <u>i</u> n	moan
beak	freeze	fife	ca <u>s</u> k	<u>ch</u> ant	co <u>i</u> n	groan
creak	sneeze	<u>k</u> nife	ma <u>s</u> k	pa <u>n</u> t	lo <u>i</u> n	loan
leak	wheeze	wife	ta <u>s</u> k	pl <u>a</u> nt		
peak		str <u>i</u> fe		sl <u>a</u> nt		
sneak				sc <u>a</u> nt		
streak				an <u>t</u>		
weak						

THE THREE BEARS

(ADVANCED)

Many years ago there were three bears who lived together in a house of their own in a thick, dark forest. One of them was a little wee bear ; one was a middle-sized bear ; and the other was a great big bear.

They had each a pot for porridge ; a little wee pot for the little wee bear, and a middle-sized pot for the middle-sized bear, and a great big pot for the great big bear.

And they had each a chair to sit upon ; a little wee chair for the little wee bear, a middle-sized chair for the middle-sized bear, and a great big chair for the great big bear.

And they had each a bed to sleep in ; a little wee bed for the little wee bear, a middle-sized bed for the middle-sized bear, and a great big bed for the great big bear.

One day, they made porridge for their breakfast and poured¹ it into their porridge pots. Then they went out to walk through the forest while the porridge was cooling.

While they were walking, a little girl named Goldenlocks came to the house.

She looked in at the window. She peeped in at

¹ pour.

the crack of the door. Then, seeing nobody in the house, she turned the door knob.

The door was not fastened.¹ Little Goldenlocks opened it and went in. How pleased she was when she saw the porridge on the table! If she had been a polite little girl, she would have waited till the bears came home, and they might have asked her to stay for breakfast. But little Goldenlocks set about helping herself.

First she tasted the porridge of the great big bear, and that was too hot for her. She tasted the porridge of the middle-sized bear, and that was too cold for her. Then she went to the porridge of the little wee bear, and tasted that; and that was neither² too hot nor too cold, but just right. She liked it so well that she ate it all up.

Little Goldenlocks sat down in the chair of the great big bear, and that was too hard for her. She sat down in the chair of the middle-sized bear, and that was too soft for her. She sat down in the chair of the little wee bear, and that was neither too hard nor too soft, but just right. So, there she sat till the bottom of the chair came out, and down she fell upon the floor.

Then little Goldenlocks went into the room in which the three bears slept. She lay down upon the

¹ fastened.

² neither.

bed of the great big bear, and that was too high at the head for her. She lay down upon the bed of the middle-sized bear, and that was too high at the foot for her. She lay down upon the bed of the little wee bear, and that was neither too high at the head nor at the foot, but just right; so she sank down upon the pillows¹ and lay there till she was fast asleep.

By this time the three bears thought their porridge would be cool, and so they came home to breakfast.

The great big bear looked into his porridge pot and began to roar² in his great rough voice, "Somebody has been at my porridge."

The middle-sized bear looked into her porridge pot and began to growl³ in a middle-sized voice, "Somebody has been at my porridge."

The little wee bear looked into his porridge pot and began to cry in a little wee voice, "Somebody has been at my porridge and has eaten it all up."

The three bears now began to grow very cross. They saw that some one had been in their house and had eaten up the little wee bear's breakfast, and they looked around to see who it could be.

"Somebody has been sitting in my chair!" roared the great big bear in his great rough voice.

¹ pillow.

² roar.

³ growl.

"Somebody has been sitting in my chair!" growled the middle-sized bear in her middle-sized voice.

"Somebody has been sitting in my chair and has broken it all down!" cried the little wee bear in his little wee voice.

Then the three bears went into their sleeping room.

"Somebody has been lying in my bed!" roared the great big bear in his great rough voice.

"Somebody has been lying in my bed!" growled the middle-sized bear in her middle-sized voice.

"Somebody has been lying in my bed and here she is now!" cried the little wee bear in his little wee voice.

Little Goldenlocks had heard in her sleep the roaring of the great big bear, but it did not waken her. She was so fast asleep that it was no more to her than the roaring of the wind or the rumbling¹ of thunder.²

She had also heard the growling of the middle-sized bear, but that did not waken her. It was no more than if she had heard some one speaking in a dream.

But when she heard the crying of the little wee bear, it was so sharp³ and so shrill that it wakened her at once. Up she started and when she saw three

¹ rumble.

² thunder.

³ sharp.

bears standing by the side of the bed, she was very much frightened. She tumbled ¹ out of the bed, and ran to the window.

Now the window was open, because ² all wise bears sleep with their windows open. Out jumped little Goldenlocks, and she ran through the forest as fast as she could run. And the three bears never saw anything more of her.

¹ tumble.

² because.

SIGHT WORDS

together

rough

cross

IMPORTANT FAMILY

(See pages 18, 19.)

cross
boss
gloss
loss
moss
toss

SIMPLE FAMILIES

(See page 20.)

roar	growl
boar	howl
soar	fowl
oar	prowl
	owl

THE BROOK

“ Stop, stop, pretty water ! ”
Said Mary one day,
To a frolicsome brook
That was running away.

“ You run on so fast !
I wish you would stay !
My boat and my flowers
You will carry away.

“ But I will run after ;
Mother says that I may,
For I would know where
You are running away.”

So Mary ran on,
But I have heard say
That she never could find
Where the brook ran away.

CINDERELLA

I

There was once a man who had a wife ¹ and one dear little daughter. They lived in a beautiful house in the city.

One day the mother fell sick and died.

The father was afraid his little daughter ² would be alone, so he married again.

The new mother had two daughters, and they made their little sister ³ do all the hard work about the house.

They made her wash the dishes ⁴ and scrub the stairs ⁵; they made her sweep the rooms and clean ⁶ the grates.⁷ They sent her to sleep in the attic on an old pile of straw, while they had beautiful bedrooms with long looking-glasses.⁸

This poor little girl was not happy. When her work was done, she would sit in a corner ⁹ in the kitchen,¹⁰ among the ashes and cinders.¹¹ So the sisters called her Cinderella. The sisters' fine clothes made Cinderella feel shabby, but even ¹² in her ragged ¹³ dress she was more beautiful than they.

¹ wife. ⁴ dish. ⁷ grate. ¹⁰ kitchen.^{*} ¹³ rag.

² daughter. ⁵ stair. ⁸ glass. ¹¹ cinder.

³ sister. ⁶ clean. ⁹ corner. ¹² even.

^{*} It is easier for children to get such words as *kitchen*, *match*, etc., that have a silent *t* by means of the phonograms, *it*, *at*, *et*, etc.

Now the king's son gave a grand ball and invited ¹ all the rich people in the city. Cinderella's sisters were invited to the ball. How proud ² and happy they were! For days and days they talked of nothing but gowns and the fine people they hoped to meet.

At last the great day came. The two sisters kept Cinderella running about from morning till night. She had to get their fine clothes ready to wear.

"I shall wear a pink satin ³ dress," said one of them, "and trim it with real lace. And I shall wear slippers ⁴ to match.⁵"

"And I," said the other, "shall wear a blue gown of silk ⁶ and cover it with gold lace, and I shall wear diamonds around my neck. You have nothing so fine as that."

Then the sisters grew angry and would have struck each other, but Cinderella took pains ⁷ to be kind to them.

She was repaid ⁸ at last by seeing them at peace.

When they were almost ready for the ball they said, "Cinderella, would you like to go to the ball?"

"Oh," said the poor girl, "you are mocking me. It is not for me to be so happy."

"Indeed,⁹" they said with a sneer, "people

¹ invite.

³ satin.

⁵ match.

⁷ pain.

⁹ indeed.

² proud.

⁴ slipper.

⁶ silk.

⁸ repaid.

would only laugh to see a ragged ¹ cinder maid at a ball."

The proud sisters spent ² much time before their long looking-glasses. They turned and turned and turned to see how their fine dresses trailed ³ behind ⁴ them.

At last the hour came and the coach ⁵ stopped at the door. They hurried ⁶ out and stepped into it; the coachman cracked his whip and away they went to the ball.

II

Cinderella watched the coach till it was out of sight. Then she stole back to the kitchen fire and began to cry.

Suddenly, ⁷ a fairy appeared. ⁸

"Why are you crying, my little maid?"

"Oh, I wish — I wish," began the poor girl; but she could not speak, ⁹ for her voice was choked ¹⁰ with sobs.

"I know, ¹¹" said the fairy. "You wish you could go to the ball."

Cinderella nodded her head.

"You are a good girl, and you shall go. Run

¹ rag.

⁴ behind.

⁷ sudden.

¹⁰ choke.

² spent.

⁵ coach.

⁸ appear.

¹¹ know.

³ trail.

⁶ hurry.

⁹ speak.

into the garden and bring me the finest ¹ pumpkin ² you can find."

Cinderella ran into the garden and brought the finest pumpkin she could find. The fairy scooped ³ it hollow and then struck it with her wand. It became a splendid ⁴ golden coach.

"Now bring me the mousetrap ⁵ from the pantry," said the fairy.

Cinderella ran to the pantry and brought the mousetrap. One by one, six fat mice passed through the trap door. The fairy struck each of them with her wand and they became six fine black horses.

"Now, Cinderella, can you find a coachman?" asked the fairy.

"There might be a rat in the rat trap," said Cinderella.

Cinderella ran into the garden and brought the rat trap. In it were three large rats. The fairy struck one of them with her wand, and he became a fine fat coachman in a white wig and silk stockings.

"Now go again into the garden and you will find six lizards behind the waterpot," said the fairy.

Cinderella ran into the garden and brought the lizards, and the fairy struck each of them with her wand. Six splendid footmen, in white wigs and silk stockings, jumped up behind the coach.

¹ fine. ² pumpkin. ³ scoop. ⁴ splendid. ⁵ mousetrap.

Cinderella was very happy.

"Oh, it is all so lovely ¹!" she said. Then she thought of her shabby clothes.

The fairy looked at the ragged dress. Then with a touch of her wand she changed ² the shabby clothes to a dress of gold and silver ³ cloth. The beautiful dress sparkled ⁴ in the light as it trailed behind her. She no longer had bare feet, for on them were silk stockings and a beautiful pair of little glass slippers.

"Come, child, you will be late," said the fairy. "Remember, ⁵ if you stay at the palace one moment ⁶ after midnight your coach will become a pumpkin; your horses will be mice; your coachman a rat; your footmen lizards; and you, yourself, will be the little cinder maid you were an hour ago."

Cinderella stepped into the coach; the coachman cracked his whip, and away she went to the ball.

III

The coach dashed ⁷ up to the palace and the door was flung open. The king's son came down the steps of the palace to meet Cinderella. "Never," said he to himself, "have I seen any one so lovely."

He gave her his hand and led her into the great

¹ love.

³ silver.

⁵ remember.

⁷ dash.

² change.

⁴ spark.

⁶ moment.

hall. All the fine people stood aside to let her pass. The music stopped, and the dancers¹ stood still. Such a beautiful princess had never been seen.

Then the music struck up and the prince² led her out to dance with him.

At supper,³ the two sisters felt very proud when the beautiful princess spoke to them, for they never dreamed who she really⁴ was.

Suddenly, a clock struck a quarter to twelve.⁵ Cinderella went to the king and queen and made them a low⁶ bow and said good night. Then the prince led her to her coach, and the coachman drove her home.

There she found the fairy waiting to hear all about the ball.

"It was lovely," said Cinderella, "and there is to be another ball to-morrow night."

"You shall go," said the fairy; and she disappeared just as the sisters came home.

They found the sleepy little cinder maid sitting in a corner in the kitchen.

"Oh," said the elder sister, "it was such a lovely ball, and we met the most beautiful princess that ever was seen."

"Who was she?" asked Cinderella.

"Nobody knows; she would not tell her name."

¹ dancer. ² prince. ³ supper. ⁴ real. ⁵ twelve. ⁶ low.

IV

The next night the two sisters again went to the ball, and so did Cinderella; for, after they had gone, the fairy had come as before and made her ready.

"Now, remember twelve o'clock," said the fairy as Cinderella rode away.

"Oh, yes, I will remember."

Cinderella was even more splendid than on the first night, and the young prince never left her side. He said so many pretty things to her that the hours¹ flew swiftly.²

The evening passed away like a dream, and Cinderella did not even think of the fairy; she forgot her promise. Ten o'clock came and she did not hear it strike; and then eleven, and still she sat by the side of the prince and heard nothing but his voice.

Suddenly, the great clock in the tower sounded the first stroke of twelve. Up started Cinderella, and, like a wild deer, she fled from the room. The prince ran after her, but she was too swift for him.

She darted³ down the steps of the palace as the last stroke of twelve died away, and, in an instant, the beautiful lady had disappeared. When the prince reached the door, he saw only a ragged cinder maid running down the road.

¹ hour.

² swift.

³ dart.

Poor little Cinderella! She went home through the dark streets pale, frightened, ragged, and cold, without coach, or footmen, or coachman. She had lost all of her fine clothes but one little glass slipper; the other she had dropped in the ballroom as she ran away.

The fire was out when she reached her home. There was no fairy waiting for her. She sat down in a corner of the kitchen among the ashes and cinders.

When the two sisters came home, they told her how the beautiful princess had been to the ball; how the great clock in the tower had sounded the first stroke of twelve; how the princess had started up and fled from the room; how she had dropped one of her little glass slippers; and how the king's son had picked it up and put it in his pocket.¹ Cinderella listened to all they had to say.

V

The next morning there was a great noise of trumpets² and drums.³ The king's son had sent his men through the land to say that he would marry any young lady who could wear the little glass slipper.

So all the fine young ladies tried on the little

¹ pocket.

² trumpet.

³ drum.

glass slipper; but it was a fairy slipper and fitted none of them.

The king's men brought the slipper to Cinderella's house and the two sisters tried and tried to get their feet into it; but it was of no use — they were much too large.

“Please let me try?” said Cinderella.

“What, you!” and the sisters burst into shouts of laughter. But Cinderella smiled and held out her hand.

The king's men bade Cinderella sit down on the stool. Cinderella put out her little foot, and the slipper went on with great ease.¹

The sisters stood by with wide-open eyes. Cinderella then drew from her pocket the other little glass slipper, and put it on the other foot. Then the fairy appeared,² and touched Cinderella with her wand. Cinderella was again the beautiful lady dressed in silver and gold.

And now, the two sisters knew that she was the same princess they had seen at the ball. They knew how badly they had treated³ her all these years, and they fell at her feet and asked her to forgive them.

Cinderella was as good now as when she had been a cinder maid. She forgave her sisters and hoped they would always love her.

¹ ease.

² appear.

³ treat.

The king's men took Cinderella to the king's palace, and she told her story to the king and queen, for they believed¹ in fairies. Not long after that, Cinderella was married to the prince, and she was happy as long as she lived.

¹ believe.

SIGHT WORDS

work	scrub	attic	neck	cloth	eleven
	wear	ashes	nod	ever	

IMPORTANT FAMILIES

(See pages 18, 19.)

scrub	ash	neck	nod	cloth
cub	cash	deck	plod	broth
rub	dash	check	sod	moth
stub	crash	peck	rod	froth
	flash	speck	trod	
	lash		shod	
	smash			
	sash			
	splash			
	trash			

SIMPLE FAMILIES

(See pages 20, 21.)

clean	proud
bean	cloud
mean	loud

CINDERELLA

131

match	pain	deed	sneer
catch	chain	feed	beer
patch	drain	greed	cheer
latch	grain	need	deer
snatch	rain	seed	steer
scratch	stain	weed	
scoop	prince	drove	pale
coop	mince	rove	gale
hoop	quince	stove	male
droop	since		tale
loop			stale
stoop			whale
whoop			

31.

32. 33. 34.

35.

36.

37.

38.

39.

40.

41.

42.

43.

44.

45.

46.

47.

48.

49.

50.

51.

52.

53.

54.

55.

56.

57.

58.

59.

60.

61.

62.

63.

64.

65.

66.

67.

68.

69.

70.

FIRST READER

**SPECIAL DEVICES IN TEACHING
READING**

DEVICE I

The words learned by each group of children while reading from the board should furnish material for seat work. When the children have learned four new words, these words should be written by the teacher in books for the children to keep in their desks.

The teacher folds pieces of drawing paper, or other stiff paper, into book covers, punches two (four when open) holes into them for cords, and writes the children's names on them. Four words make a page; the teacher should cut her papers accordingly. Four are specified because these are enough for one day's work during board reading; there may be less at the beginning, even with the advanced group of children. The best way is for the teacher to write a new page only as the group learns four new words.

The teacher writes the words on single pages of writing paper which have holes punched to correspond with the covers. (She may have a supply at hand.) The children, when supplied with these pages, tie them between the covers. The teacher should insist upon having a bow tied (or one tie) so the top cover may be lifted to add a new page without disturbing the other pages. This is good manual training.

These books furnish children valuable occupation when other seat work has been completed (the making; the studying of words; the learning of their own names), but should not be given for home work. Children of six and seven years of age are too young for home work. The new pages should be supplied until the words in the first story have been learned, and then the books should be given to the children to be taken home and kept.

DEVICE II

When the group of children knows all the words in the first sentence, the sentence may be transposed, or shortened, to test the children's power to recognize old forms in new relations, and their ability as readers.

Ex. : —

A tree was in the woods.

A little tree was in the woods.

In the woods was a pine tree.

A pine tree was in the woods.

In the woods was a little pine tree.

After such sentences have been read from the board, it will be found helpful to write them on strips of paper for use by the children at their desks. As the reading on the board advances, such transposition should continue, at least, until the teacher knows her class can read their words in any relation. It will

not be necessary for the teacher to write more than one of each, for with the variety of expressions, sentences will soon accumulate, and each child will receive daily several different sentences to study.

DEVICE III

As review words are dropped, they may be preserved on cards written on one side and printed on the other. When all the words in a sentence have been learned, these cards may be distributed among the children and the review sentence built along the ledge of the blackboard, as follows: —

The teacher writes some review sentence on the board without having it read. She distributes the cards having the same words as the sentence. The children build the sentence by matching their cards with the words in the sentence on the board. Having built the sentence, some child reads it. Then the teacher calls the words, out of their order, and the children collect the cards. The children, now having different words, again rebuild the sentence. When this has been done several times, the children reverse the cards, matching the printed words with the script on the board.

This affords an interesting game and leads directly to print by association with the script.

DEVICE IV

An excellent way to emphasize phonic work at the beginning is to have it written, following the lessons in phonics. If the child has not yet learned to write, the teacher should supervise the writing of all new forms.

The child writes first the whole word *pine* after watching the teacher write it. The teacher need not erase her word. At first, it is better for the child to try to remember how the teacher wrote it while looking at the teacher's word than to try to remember and look at no word at all. The teacher should gently stop the child, if he goes wrong, and write the word for him again. After the child has written *pine*, he should write the first sound, *p*; the second sound, *ine*. Other children should do the same.

DEVICE V

As the families of the words that introduced the consonants are taken up, they should be written by the teacher, one family at a time, in books similar to those made for "Sight Words." This should continue at least until the children have in their possession the collection of families given on the chart. These books furnish material for occupation at the desks or blackboards immediately after the lessons are finished.

SECOND READER

GENERAL SUGGESTIONS

GENERAL SUGGESTIONS FOR THE SECOND READER

The Second Reader may be used in the last part of the first year of school for advanced groups of children.

The developing of words on the board may be omitted after Book II has been introduced, unless such development appears to be absolutely necessary for backward or new pupils. After finishing the First Reader the children should have acquired individual power to study entirely from the printed page, except as the teacher finds it necessary to present "Sight Words" or "Family Drills."

Only "Important Family" lists from words that are used in Book II are given at the end of the book. "Simple Family" lists containing words with silent letters and the final *e* are omitted since children should now recognize at sight all words belonging to such lists.

Children having used the family lists of words at the end of the First Reader are familiar with the presence of silent letters and with known elements indicated on these pages by italics or underscoring. Therefore, they will recognize these forms in the footnotes in Book II.

The footnotes in Book II are arranged for the benefit of the children, and not for the teacher as in the Manual. These notes are to help the child to analyze

words himself by means of known elements already introduced in the First Reader and to aid him to silent study preparatory to the reading lessons.

The diacritical marks used in the Second Reader are few. They should be introduced as they are indicated in the footnotes.

New words to be taught as "Sight Words" in the Second Reader, naturally occurring less and less as power increases, are unphonetic; that is, only such words as cannot *yet* be sounded by known elements, or by diacritical marks. They should be acquired by context, or, when not so acquired, they should be presented by the teacher and visualized.

New phonetic words or difficult review words should be analyzed by the children themselves with the aid of the notes at the foot of the pages, or by family drills.

If the children now hesitate or fail to recognize simple words having the final *e* that have not been noted at the foot of the pages, the teacher should simply refer to the ending of that particular word.

All new words whose roots have been modified by prefix or suffix have been simplified at the foot of the pages for the benefit of the child (Ex. driving — drive). All review words whose forms have been modified so as to become unfamiliar to the child have been noted at the foot of the pages for the child's benefit (Ex. want — wanted).

When words having two adjacent vowels appear in the text and children hesitate in pronouncing them, the teacher should assist only by mentioning to the class that usually the first vowel is sounded and the second is silent. In cases of exceptions to this rule, italics have been introduced in the Second Reader at the foot of the pages for the benefit of the children (Ex. *field*, *break*).

To avoid fine, this book should be returned on
or before the date last stamped below

10M-9-39

--	--	--

TX
428.42
EALSBURY COLLECTION P255
CURRICULUM LIBRARY M

LIBRARY, SCHOOL OF EDUCATION, STANFORD

588419

LEEDS
LIBRARY

